DCCUMENT RESUME

ED 153 670 JC 780 203

AUTHCR Pealer, Casi.s H., Jr.
TITLE A Ccmmunity Assessment Survey Ccnducted Thrcughcut the Central Florida Ccmmurity Cclleqe Service District.
PUB DATE 78
NOTE 159p.; Ed.D. Dissertatich, Ncva University

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS *Community Attitudes; *Ccmmtrity Characteristics; Community Colleges; *Ccmmurity Surveys; Demography; *Junior Colleges; Literature Reviews; *Needs Assessment; Questicnraires; *Schccl Community Relationship
IDENTIFIERS Central Florida Community Cclleqe; *Telephcne Surveys

ABSTRACT

During Fall 1977, Central Flcrida Ccmmunity Cclleqe conducted a community assessment survey thrcughcut its three-county service district in crder to access residents' knowledge, perceptions, and opinions atcut the cclleqe. Seven cbjectives were identified: what information the ccmmunity already has atcut the colleqe; how people learn about the cclleqe, its offerings, and its programs; what types of contact the ccmmurity has had with the colleqe in past; what impact the cclleqe has had cn the ccmmunity; how successful the ccmmunity thinks the cclleqe has been in meeting community needs; what major cbstacles have prevented the community from taking advantage cf college services in the past; and what services the college should emphasize and picvide in the future. Telephone interviews solicited information frcm 4,369 persons. Results indicated that respondents were all influenced by their distance from campus; the greater the distance, the less likely the respondent knew about or used college services and offerings. Enjoyment, travel distance, costs, prcgram length, transpcrtation availability were the most important items ccnsidered by respondents in deciding to enroll. Future services requested included adult education, classes lasting two to six weeks, jcb and career counseling, job placement services, off-campus classes, and courses in business and health. (TR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original dccumert. *
****

ED153670

A COMMUNITY ASSESSMENT SURVEY CONDUCTED THROUGHOUT THE CENTRAL FLORIDA COMMUNITY COLLEGE SERVICE DISTRICT

CASIUS H. PEALER, JR.

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1978

JC 780 203

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Casius Pealer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ACKNOWLEDGEMENTS

Many individuals assisted with the development of the preliminary plan, the development of the questionnaire, the securing of CETA funds and the final implementation of this community assessment survey. Specifically, Dr. James F. Gilligan, CFCC Dean of Student Affairs and Mr. William H. Jackson, CFCC Director of Research and Development provided consistent advice, encouragement and technical assistance throughout all phases of this study. Mr. Jackson was also instrumental in securing CETA funds, in obtaining computer assistance, and in providing financial resources for stenographic services required by the study.

Other CFCC personnel deserving special mention are: President Henry Goodlett, for his approval and support of the project, Mrs. Sandra Bullock who wrote and distributed the news releases to the area media; Mrs. Karen Williams and Ms. Sharon Mixson who conducted excellent training and orientation sessions for all the CETA survey employes; and Mr. Max Curry, Mrs. Loretta Polk and Miss Florence Coody who smoothly handled the myriad of payroll and other office details that accompany a federal project. Thanks are also due to Mrs. Dorothy Sliter who helped with the pilot-test; Project Supervisor Mrs. Daisy Ballard and interviewers Miss Sharon Jones, Mr. Allan Kuczer, Miss Karen Zock, and Mr. Ernest Maxey, who also did all of the key punching. They deserve the highest recognition for their honesty, dedication, and untiring efforts to make the survey a tremendous success.

The amount of computer assistance for this project was extensive. Special thanks are in order for Dr. John Nickens and his graduate research

assistant, Mr. Steve Ritch of the Community College Inter-Institutional Research Council, located at the University of Florida in Gainesville. By their patience, persistence, and knowledge they made a substantial contribution to the success of this research project.

Mrs. Alice Goodson deserves to be recognized for her able efforts in completing an important and time-consuming task, the typing of the tables and charts.

A variety of much appreciated library services was provided by Mrs. Willie Cochran (CFCC), and Mrs. Mary Tillman and Mrs. Kay Preston with the Marion County Professional Library.

The CETA funds were processed through three county Manpower Offices and recognition should be given to the Citrus, Levy, and Marion administrators with whom the author worked directly. They are respectively, Mrs. Helene Worthington, Mrs. Marjorie Davis, and Mr. Harry Miller. The extensive assistance given by Mrs. Davis and Mr. Miller was greatly appreciated. Efforts by Citrus High School Principal Mr. Frank Webb and counselor Mrs. Doris Dabney to provide telephone space and other services throughout the entire interview period will be remembered and appreciated.

In addition to advisory committee members Messrs. Gilligan and Jackson, Mrs. Sandra Bullock, Mr. Robert Ritterhoff, Dr. Lynn Miller, and Dr. Wallace Hamrick also need to be recognized for their cooperation and support.

Finally, the patience, encouragement, and understanding of my family must be recognized. Thanks to my parents, Mr. and Mrs. Casius H. Pealer, Sr., for their warm and continuous support of my entire educational program; and to my in-laws, Mr. and Mrs. Gwynn Skelton for their interest and support. The one outstanding individual whose faithful love, support, counsel, and

typing assistance were unending, and to whom I shall always be grateful is my wife, Gwynn.

Abstract of a Major Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

A COMMUNITY ASSESSMENT SURVEY CONDUCTED THROUGHOUT THE CENTRAL FLORIDA COMMUNITY COLLEGE SERVICE DISTRICT

By

Casius H. Pealer, Jr.

February, 1978

During the fall of 1977 Central Florida Community College (CFCC) conducted a community assessment survey throughout its three-county service district of Citrus, Levy, and Marion counties. The general intent was to obtain residents' knowledge, perceptions and opinions about their community college. Seven objectives were identified and each question on the survey instrument was designed to answer one of these objectives.

The survey was conducted by six paid interviewers funded by a federal grant sponsored by the Manpower offices of Citrus, Levy, and Marion counties. A ten percent systematic random sample of residential telephone listings was selected for inclusion in the survey. The telephone interview method was used to solicit information from the 4,369 persons who actually participated in the survey during the fourteen-week interview period.

Respondents' knowledge, perceptions, and opinions were all influenced by their distance from the campus. The greater the distance between the college and the respondent, the less likely the respondent was to know about or use college services and offerings. Enjoyment, distance of travel, cost, length of program, and availability of transportation were the most important items respondents considered in deciding to enroll in courses. Future services requested were adult education, classes lasting two-six weeks, job and career counseling, job placement services, off-campus classes, and courses in business and health.

Recommendations resulting from the study included consideration of: 1. establishment of satellite learning centers in Citrus and Levy counties, 2. expanded efforts to publicize all college activities, 3. additional emphasis and increased accessibility of academic counseling, job and career counseling, and job placement services, 4. increased community service offerings and 5. periodically conducting a community survey.

The study will enable the college administration to review CFCC's effectiveness in meeting community needs in the past and to assist in planning for future services.

TABLE OF CONTENTS

TITLE PAGE---------- i

ACKNOWLEDGEMENTS---------- ii

ABSTRACT---------- v

TABLE OF CONTENTS---------- vii

LIST OF TABLES---------- ix

LIST OF FIGURES---------- xii

CHAPTER I - INTRODUCTION

- Background and Significance---------- 1
- Statement of the Problem---------- 5
- Definition of Terms---------- 6
- Limitations and Assumptions---------- 7
- Review of the Literature---------- 11

CHAPTER II - MAJOR ISSUES AND RESEARCH QUESTIONS---------- 16

CHAPTER III - PROCEDURES AND METHODOLOGY---------- 17

CHAPTER IV - FINDINGS

- Introduction---------- 24
- Part I - Community's Knowledge, Perceptions, and Opinions of CFCC---------- 27
- Part II - Demographic and Related Data---------- 76

CHAPTER V - IMPLICATIONS AND SIGNIFICANCE

- Introduction---------- 91
- Discussion of Demographic Data---------- 91
- Survey Objectives Related to Results---------- 93
- Plans for Change---------- 101

CHAPTER VI - SUMMARY---------- 104

BIBLIOGRAPHY---------- 107

APPENDICES

- I - Survey Questionnaire (Telephone Interview Sheet)-- 114

APPENDICES (continued)

II - COMPLETE LISTING OF "OTHER" RESPONSES

A. Question 3---------- 117
B. Question 4---------- 118
C. Question 10---------- 119

III - COURSE/PROGRAM REQUESTS

A. Identification of Specific Occupational Course Groupings---------- 120
B. Listing of Requests for Five or More Courses/Programs (by Major City)----- 123

IV - OCCUPATIONAL GROUPINGS---------- 125

V - A COMPLETE LISTING OF RESPONDENTS' COMMENTS--- 126

VI - GENERAL FINDINGS RELATED TO SURVEY IMPLEMENTATION

A. Summary of All Telephone Calls Made---- 139
B. Summary of Respondents' Willingness to Participate---------- 140
C. General Interview Statistics---------- 141
D. Evaluation of Procedures and Use of Telephone Interview Method------- 142

SIGNATURE PAGE---------- 144

LIST OF TABLES

TABLE 1.1 LOCATION OF CFCC (QUESTION 1)---------- 29

TABLE 1.2 KNOWLEDGE CITRUS COUNTY RESIDENTS HAVE ABOUT CFCC SERVICES (QUESTION 2)---------- 30

TABLE 1.3 KNOWLEDGE LEVY COUNTY RESIDENTS HAVE ABOUT CFCC SERVICES (QUESTION 2)---------- 31

TABLE 1.4 KNOWLEDGE MARION COUNTY RESIDENTS HAVE ABOUT CFCC SERVICES (QUESTION 2)---------- 32

TABLE 1.5 KNOWLEDGE CITY OF OCALA RESIDENTS HAVE ABOUT CFCC SERVICES (QUESTION 2)---------- 33

TABLE 1.6 KNOWLEDGE RESIDENTS OF CFCC DISTRICT HAVE ABOUT CFCC SERVICES (QUESTION 2)---------- 35

TABLE 1.7 RANK-ORDER SUMMARY OF RESIDENTS' KNOWLEDGE ABOUT CFCC SERVICES (QUESTION 2)---------- 36

TABLE 1.8 RANK-ORDER SUMMARY OF RESPONDENTS' SOURCES OF INFORMATION ABOUT CFCC (QUESTION 3)---------- 37

TABLE 1.9 MOST FREQUENT "OTHER" RESPONSES TO QUESTION 3---------- 39

TABLE 1.10 RANK-ORDER SUMMARY OF COMMUNICATION METHODS (QUESTION 4)---------- 40

TABLE 1.11 MOST FREQUENT "OTHER" RESPONSES TO QUESTION 4---------- 41

TABLE 1.12 PUBLIC'S FREQUENCY OF ATTENDANCE AT CFCC ACTIVITIES (QUESTION 5)---------- 42

TABLE 1.13 CITRUS COUNTY RESIDENTS' USE OF CFCC OFFERINGS (QUESTION 6)---------- 44

TABLE 1.14 LEVY COUNTY RESIDENTS' USE OF CFCC OFFERINGS (QUESTION 6)---------- 45

TABLE 1.15 MARION COUNTY RESIDENTS' USE OF CFCC OFFERINGS (QUESTION 6)---------- 46

TABLE 1.16 CITY OF OCALA RESIDENTS' USE OF CFCC OFFERINGS (QUESTION 6)---------- 47

TABLE 1.17 CFCC DISTRICT RESIDENTS' USE OF CFCC OFFERINGS (QUESTION 6)---------- 48

TABLE 1.18 RANK-ORDER SUMMARY OF RESPONDENTS' USE OF CFCC OFFERINGS (QUESTION 6)---------- 49

TABLE 1.19 RESPONDENTS' PREFERENCE FOR ENROLLING AT CFCC (QUESTION 7)---------- 51

TABLE 1.20 COMMUNITY OPINION ABOUT CFCC (QUESTION 8)---------- 52

TABLE 1.21 SUCCESS CFCC HAS HAD IN MEETING COMMUNITY NEEDS (QUESTION 9)---------- 53

TABLE 1.22 RANK-ORDER SUMMARY OF MOST IMPORTANT REASONS STUDENTS ATTEND CFCC (QUESTION 10)---------- 54

TABLE 1.23 MOST FREQUENT "OTHER" RESPONSES TO QUESTION 10---------- 56

TABLE 1.24 ITEMS AFFECTING CITRUS COUNTY RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES (QUESTION 11)-------- 57

TABLE 1.25 ITEMS AFFECTING LEVY COUNTY RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES (QUESTION 11)-------- 58

TABLE 1.26 ITEMS AFFECTING MARION COUNTY RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES (QUESTION 11)-------- 59

TABLE 1.27 ITEMS AFFECTING CITY OF OCALA RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES (QUESTION 11)-------- 60

TABLE 1.28 ITEMS AFFECTING CFCC DISTRICT RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES (QUESTION 11)-------- 62

TABLE 1.29 RANK-ORDER SUMMARY OF ITEMS AFFECTING RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES (QUESTION 11)-------- 63

TABLE 1.30 RESPONDENTS' REQUESTS FOR FUTURE SERVICES - CITRUS COUNTY (QUESTION 12)----------64

TABLE 1.31 RESPONDENTS' REQUESTS FOR FUTURE SERVICES - LEVY COUNTY (QUESTION 12)----------65

TABLE 1.32 RESPONDENTS' REQUESTS FOR FUTURE SERVICES - MARION COUNTY (QUESTION 12)---------- 67

TABLE 1.33 RESPONDENTS' REQUESTS FOR FUTURE SERVICES - CITY OF OCALA (QUESTION 12)---------- 68

TABLE 1.34 RESPONDENTS' REQUESTS FOR FUTURE SERVICES - DISTRICT (QUESTION 12)----------69

TABLE 1.35 RANK-ORDER SUMMARY OF FUTURE SERVICES REQUESTED (QUESTION 12)---------- 70

TABLE 1.36 RANK-ORDER SUMMARY OF OCCUPATIONAL COURSE/PROGRAM REQUESTS---------- 72

TABLE 1.37 RESPONDENTS' OVER-ALL RATING OF CFCC (QUESTION 14)--- 73

TABLE 1.38 SUMMARY OF RESPONDENTS' COMMENTS---------- 74

TABLE 2.1 OCCUPATIONAL SUMMARY OF RESPONDENTS' WORK (QUESTION 16)---------- 79

TABLE 2.2 DEMOGRAPHIC DATA: SURVEY COMPARED TO CENSUS (SEX AND RACE)---------- 87

TABLE 2.3 DEMOGRAPHIC DATA: SURVEY COMPARED TO CENSUS (AGE AND POPULATION)---------- 88

TABLE 2.4 RANK-ORDER NUMBER OF RESPONDENTS BY CITY---------- 89

LIST OF FIGURES

FIGURE 2.1	SUMMARY OF RESPONDENTS' LENGTH OF RESIDENCE IN THIS AREA (QUESTION 15)	78
FIGURE 2.2	SUMMARY OF RESPONDENTS' HIGHEST LEVEL OF EDUCATION (QUESTION 17)	80
FIGURE 2.3	SUMMARY OF RESPONDENTS' AGES (QUESTION 18)	82
FIGURE 2.4	SUMMARY OF RESPONDENTS' RACE (QUESTION 19)	83
FIGURE 2.5	SUMMARY OF RESPONDENTS' FAMILY INCOME (QUESTION 20)	84
FIGURE 2.6	SUMMARY OF RESPONDENTS' SEX (QUESTION 21)	85
FIGURE 2.7	MAP OF CFCC SERVICE DISTRICT	90

CHAPTER I

INTRODUCTION

BACKGROUND AND SIGNIFICANCE

The community college concept is complex, easily misunderstood, and frequently a subject of debate inside as well as outside of the educational community. Few would argue that the community college's purpose is to serve the community, to meet community needs. There would undoubtedly be more vigorous debate over what specific needs the community has and of these needs, which ones are appropriate for a community college to meet; what is the priority of needs; what needs are currently being adequately satisfied and what needs will emerge in the future. There are some of the questions that must continuously be answered by the governing boards and administrative officers of any community college.

College administrators have used many different methods to provide answers to the "community needs" questions. One approach that some institutions have used is a community survey. The intent has been to solicit direct feedback from the community that is to be served in an effort to learn firsthand the attitudes, perceptions, and opinions of the college's constituency.

Carithers believed that institutions should survey their communities frequently for the following three reasons:

> First is the trend to long-term planning and the development of the technology and systems approach that makes long-term planning possible. Keeping a finger on the pulse of constituent populations is a necessity for making changes that are politically or socially acceptable and for campaigns involving financial support.

> Second is the change in the social structure and the informal communications system of that social structure in the cities, towns, suburbs, and rural areas in which we work.
>
> Third is the emotional climate of our time. We call its various manifestations "student unrest," "teacher militancy," "voter resistance," "parent concern." This emotional climate may very well be created or affected by the attrition of the informal communications system and its function in resolving conflicts before they reach dangerous intensity (Carithers, 1973, p. 7).

Contemporary literature supports the value of community surveys. For example, the Florida Committee on Educational Outreach and Service recently presented over thirty recommendations to the Florida legislature. One of their more important recommendations was that Florida should make a continuous effort to determine what community opinion and community needs are in relationship to future services that institutions should be planning to provide (Access to Knowledge, 1976, p. 135-167).

Some community colleges today are attempting to become "community-based performance-oriented." Many more colleges will move in this direction in the future. If this is to be accomplished, a college must study its community carefully, assess the needs, report back to the community and make the process continuous (Yarrington, 1975, p. 9).

The best way to get ready for the future is to identify institutional goals and purposes and to develop realistic plans for achieving them (Kerr, 1975, p. 98). Community input needs to be sought and carefully considered by community college leadership if an institution is going to be able to properly align its goals and objectives with those of the community it is supposed to be serving.

The Withlacoochee Regional Planning Council continues to forecast continued and significant increases in Florida's population during the

next twenty-five years. For CFCC's service district, the projected population increases for 1975-1985 are: Citrus County up eighty-nine percent, Levy County up twenty-eight percent, Marion County up forty-eight percent (Regional Population and Economy Report, 1976, p. 42). The attitudes and opinions of the population in CFCC's service district could change considerably during the next eight years; it was thus imperative that a community assessment survey be conducted as part of the college's efforts to meet the present and future needs of its constituency.

At Central Florida Community College (CFCC), a community assessment survey of the kind undertaken by this study had never before been conducted in the college's twenty-year history. During this time the college's service district population has changed dramatically; a survey would provide the CFCC administration with a community data base of needs, perceptions, and opinions from the group the college is trying to serve.

Central Florida Community College is one of twenty-eight in Florida's system of public community colleges. CFCC's service district consists of Citrus, Levy, and Marion counties comprising a projected 1978 population of 161,000 persons spread over 3,200 square miles of an area whose economy consists mainly of agriculture and tourism (Florida Abstract, 1977, p. 8-9). CFCC is the only post-secondary institution in the three-county area; its offerings include a variety of transfer, technical, vocational, and community service courses and programs.

A number of uses of a community assessment survey for CFCC had been identified in interviews and discussions with the Director of Research and Development. They were:

1. assisting with institutional self-evaluation,

2. providing short/long range planning for the college admissions, financial aid, special services and public information office.
3. providing background data for state/federal grant applications,
4. providing information for college administrators who meet with state legislators.

It was within this context that the Office of Research and Development at CFCC approved the concept of implementing a community assessment survey.

In preparation for the eventual implementation, a preliminary plan was developed and approved by the college. In addition, the actual survey instrument was developed and pilot-tested. The complete questionnaire is contained in Appendix I.

A recommendation resulting from the preliminary plan was that (1) an advisory committee be established to monitor the implementation of the survey and, (2) that this committee should consist of individuals who have interest in and/or responsibility for items listed as objectives of the survey. Both of these recommendations were subsequently adopted.

The advisory committee had a two-fold purpose, (1) to assist the college, in particular the Office of Research and Development, in implementing a community assessment survey; (2) to represent their particular areas so that the questions asked and the results received would be beneficial to as many areas within the college as possible.

In order for the committee to fulfill its purpose, it had to become involved with the general design of the survey before specific questions could be identified. The practice of involving a survey advisory committee with the development of the survey instrument as well as the over-all survey plan is in keeping with Oppenheim's belief that

> . . . The subject of questionnaire design is intimately related to the general plan or design of the survey. A questionnaire is not just a list of questions or a form to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data. Like all such instruments, it has to be specially designed according to particular specifications and with specific aims in mind, and the data it yields are subject to error. We cannot judge a questionnaire as good or bad, efficient or inefficient, unless we know what job it was meant to do. This means that we have to think not merely about the wording of particular questions, but, first and foremost, about the design of the investigation as a whole (Oppenheim, 1966, p. 2).

The following survey design items were recommended by the advisory committee and approved by the Office of Research and Development:

1. Telephone interviews should be conducted on a systematic random sample of 10 percent of residential telephone numbers throughout CFCC's service district.
2. The design of each question must be directed toward enabling the college to meet each of the seven objectives which had been determined previously (Chapter II).
3. The questionnaire should serve as the coding sheet in an effort to simplify the data processing procedure.

It was within this general design that the advisory committee directed the development of the questionnaire.

STATEMENT OF THE PROBLEM

The statement of the problem for this study was that the college lacked information regarding community opinion about CFCC. Therefore, the primary purpose of this study was to determine the knowledge, perceptions, and opinions which the community has about CFCC; the secondary purpose was to identify community educational needs.

The survey has provided the necessary resource information for CFCC administrators to use in planning future educational services to residents in CFCC's service district.

DEFINITION OF TERMS

During the course of this study, reference was made to the terms cited below. These terms, along with their appropriate definitions, should be helpful in understanding the intent and purpose of this study, as well as assisting in interpreting the results.

CFCC COMMUNITY OR CFCC SERVICE DISTRICT - This term refers to all the people residing in the Florida counties of Citrus, Levy, and Marion. This three-county area has been officially designated by the Florida State Legislature as CFCC's service district.

CLOSED-ENDED QUESTIONS - This phrase refers to a question that is asked by the interviewer and a set of responses is read to the respondent. The respondent then is expected to select the response which most closely approximates his opinion.

GENERAL POPULATION VS. SURVEY POPULATION - General population refers to all persons in each of three counties who are 16 years old or older. The precise number included in this figure is 115,093. Conversely, the survey population refers to the 4,369 individuals out of the 115,093 who participated in the interview process and completed answering all the questions on the survey instrument.

OPEN-ENDED QUESTIONS - This phrase refers to a question that is asked by the interviewer but no implied or suggested responses are given.

RELIABILITY - This term refers to the consistency which the question will elicit the same response from the same respondent.

SURVEY OR SURVEY INSTRUMENT - These terms represent a listing of instructions, questions, and responses used by the interviewers in conducting the telephone interviews.

SYSTEMATIC RANDOM SAMPLE - This was the method used to select the sample of telephone numbers to be called by the interviewers. The intent was to contact every tenth residential number in order to achieve the desired ten percent sample. Since the telephone directory is listed alphabetically, this approach was considered sufficient to provide a random sample of respondents.

TRAINING SEMINARS - This term refers to several individual and group sessions that were designed to help all survey employees develop a variety of telephone skills. The seminars also provided each employee with essential knowledge and understanding of the survey method being used and a thorough knowledge of what the survey was attempting to accomplish, and its potential impact on the college and community.

VALIDITY - This term refers to the extent that the question will do what it was designed to do.

LIMITATIONS AND ASSUMPTIONS

As with any research effort there are limitations and assumptions

which the reader must consider in appraising the potential value of any study. In regard to understanding the intent and scope of this study, and in evaluating the results, the reader should be aware of the following limitations:

1. The nature of the telephone interview method makes it difficult to include a large number of questions.
2. There may be some questions which, in the strictest sense, do not lend themselves to a telephone survey.
3. Households with telephones average 75 percent in the rural areas and 80 percent in the larger populated areas. Thus, there will be some people who will not be included in the group to be surveyed. Telephone company officials do not have demographic statistics on either their present or potential customers; consequently, there is no way to identify the demographic composition of the households that were not included in the survey because of lack of telephone service.
4. There are a limited number of open-ended, free response-type questions which may not have allowed the respondent to fully express himself.
5. There is little opportunity for the interviewer to probe further into any given subject area as closed-ended questions have been used predominantly throughout the survey.
6. Because of the choice of some words, types of questions or question structure, there may be some bias in the responses received.
7. The "panel of experts" or advisory committee's input and recommendations affecting the development of the questionnaire

were limited by the range of experience and expertise of the members of the committee.

8. Nearly all of the desired interviews were completed in Levy and Marion counties. With regard to Citrus, in 272 of the 1,434 cases time and money prevented the interviewers from obtaining a completed interview in every block of 10 residential phone numbers. It should be noted that in all three counties, every identified telephone number was called a minimum of three times, as specified in Chapter III, Procedures and Methodology.
9. Because six different individuals participated in the interview process, interviewer bias should be considered a possible limitation. Such factors as the interviewers' understanding of the responses received, and the interviewers' patience, interest, and consistency have to be considered as unknown variables when evaluating the results of this survey.
10. Since the demographic characteristics of the respondents are somewhat different than the general population's and since those residences in CFCC's service district having telephones is limited to 80 percent, the responses received may not be totally representative of the general population.

The above limitations were carefully considered throughout this entire study. On the other hand, this project was conducted on the basis that the following assumptions were valid:

1. The telephone survey method is a very appropriate process to use in gathering information about public opinion. It is per-

sonable, minimizes respondent bias, encourages a high response rate and permits immediate follow-up on a respondent's comments.

2. Each question included in the survey was designed not only to satisfy one of the seven stated survey objectives but also to be appropriate in content, substance, and format for use in the telephone interview survey which CFCC conducted in the fall of 1977.

3. The consistent use of closed-ended questions versus the free-response, by permitting a sufficient range of responses, enabled respondents to convey their opinions to the interviewer in a satisfactory manner.

4. The procedures for developing the questionnaire, along with the frequent use of the closed-ended question, greatly reduced any bias that might have seriously affected the results received.

5. There is always the possibility of the respondent's answering a question he really does not understand. The assumption was that by pilot-testing the questionnaire any serious difficulties in this regard would have been uncovered and corrected.

6. The procedures followed in the design of the questionnaire were sufficient to test the validity and reliability of the survey instrument.

7. The survey advisory committee had appropriate experience, expertise, and interest to serve as a qualified group to judge validity.

8. The length of the questionnaire was short enough to maintain rapport with the respondent.

9. Because of a well-planned training seminar, a mid-point review session, and a post-survey review the queality and performance of the interveiw team as a whole was very professional. Based on frequent observations by the Project Supervisor, the interviewers' patience, interest, and consistency were excellent.
10. Although the total number of completed interviews in Citrus County was less than the survey goal of ten percent, it was assumed that the results were not materially affected since every identified residential telephone listing was called in accordance with the established procedures and the randomness of the sampling process was strictly maintained throughout the entire survey.
11. The systematic random sample selection process was conducted in a very rigid manner so as to maintain the integrity of the sampling process. For this reason it can be assumed that, although the demographic characteristics of the survey respondents are somewhat different than the general population's useful inferences still can be made relative to the knowledge, perceptions, and opinions of the general population in CFCC's service district.

REVIEW OF THE LITERATURE

A review of the literature identified other community surveys which had objectives similar to those of CFCC. The theory was that these surveys would contain questions which had already been field-tested and refined by

their survey designers. Even though these other surveys represented a combination of personal interviews, mail surveys, and telephone interviews, the questions selected for consideration provided a list from which the advisory committee developed questions appropriate to CFCC in the implementation of its community survey. The specific surveys from which questions were drawn were:

1. Broward Community College Survey of Black Constituency, Ft. Lauderdale, Florida
2. Cerritos College Survey, Salem, Oregon
3. Chemeketa College Survey, Norwalk, California
4. Coast Community College District Survey, Costa Mesa, California
5. Florida Junior College at Jacksonville Survey, Jacksonville, Florida
6. Frostburg State College Survey, Frostburg, Maryland
7. Harrisburg Area Community College Survey, Harrisburg, Pennsylvania
8. Kansas City Metropolitan Junior College District Survey Kansas City, Missouri
9. McLennon Community College Survey, Waco, Texas
10. Napa Junior College Survey, Napa, California
11. San Diego Community College District Survey San Diego, California
12. West Valley Junior College Survey, San Francisco, California

The bibliography section of this study includes specific publications in which each survey was listed. The cumulative effect of reviewing the literature designed to help develop questionnaire construction, coupled with the review of twelve other surveys, was most helpful in establising a conceptual base for the development of a questionnaire for use by CFCC.

The literature, including similar community surveys, underscored the importance of questionnaire validity. The "panel of experts" approach was cited as one of the best methods to use for establishing validity in the development of a survey instrument. This approach involves using a team of people who have experience, knowledge, and understanding of the subject and knowledge of questionnaire design.

The survey advisory committee served as the "panel of experts," assisting in question selection, developing the total survey instrument and providing aid in evaluating the instrument prior to the pilot-test. All of these steps were essential for establishing questionnaire validity.

With regard to reliability, some parts of the literature provide statistical formulas that may be used; other readings make no mention of formulas but suggest that the pilot-test process will be sufficient and will identify any unreliable questions. The vast majority of similar studies reviewed used only the feedback received from the pilot-test. Re-testing the questionnaire, then comparing the first group of responses with the second group was an acceptable method; however, the literature did not indicate any specific percentage or other approach that should serve as a guideline in establishing a reliability criterion. In meeting this requirement for good questionnaire construction, the re-testing method was used and the results demonstrated an over-all 93 percent rate of reliability.

The rationale for selecting the telephone interview method versus the mail survey was primarily that mail surveys are impersonal and contain a high degree of response bias (Hochstim and Athanasopoulos, 1970, p. 73). People who have very positive or very negative comments would be the ones who would be most likely to respond to mail questionnaires, thus not providing the college with a representative sample of public opinion. The

personal interview method was rejected because of the prohibitive travel costs which would be required to interview the people in the large rural areas of the CFCC district (Atkinson and others, 1972, p. 18).

The effectiveness of the telephone interview method was substantiated by a recent study conducted by CFCC and the Florida State Advisory Council on Vocational and Technical Education. This study sampled five percent of the households throughout the CFCC district which had telephones to determine the influence various media had on publicizing vocational offerings. Concerns that low-income people might be excluded were dispelled after an interviewer visited 157 households in the low-income Black area of Ocala and reported that 150 (95.5%) had telephones. Also, executives of the Florida Telephone and Southern Bell Corporations, which serve the CFCC district, had confirmed that approximately 75-80 percent of all households in the college's service district had telephones. (This percentage was again confirmed with telephone officials in August, 1977.)

Consequently, for reasons of lower cost, high response rate, personableness, ease of reaching a fairly large number of people throughout the entire CFCC district, and success demonstrated by a previous study, the telephone method was selected as being the best over-all method to provide the college with a representative sampling of public opinion.

"Survey research of public opinion is almost always general and rarely conducted for purposes of describing a particular sample. Rather, they are conducted for purposes of understanding the larger population from which the sample was initially selected" (Babbie, 1973, p. 47). The use of the telephone interview method enabled CFCC to conduct a community assessment survey and from the survey sample obtain a description of the opinions of the general population.

By thoroughly examining the literature, reviewing other community surveys, developing a detailed implemenation plan, and by developing and pilot-testing the questionnaire, it was felt that college officials could expect to receive an accurate sampling of public opinion to assist in the college's short and long-range planning processes.

CHAPTER II

MAJOR ISSUES AND RESEARCH QUESTIONS

The general purpose for doing this survey was to assess the knowledge, perceptions, and opinions of the people in the Central Florida Community College service district. Now that this feedback has been obtained the college should possess a solid community data base to use in planning and providing future educational services for its constituency.

In order to carry out this general purpose, seven objectives were identified and approved by the survey advisory committee. The objectives were to learn:

1. what information the community already knows about the college,
2. how people learn about the college, its offerings, and its programs,
3. what types of contact the community has had with the college in the past,
4. what impact the college has had on the community,
5. how successful the community thinks the college has been in meeting community needs,
6. what the major obstacles are which have prevented the community from taking advantage of the college's services in the past,
7. what services the college should emphasize and provide in the future.

These objectives were approved by the survey's advisory committee and CFCC's Office of Research and Development as being the most pertinent and useful to the college. In order to conduct a comprehensive survey, a study needs a framework around which its development and implementation can be guided; these seven objectives served this purpose.

CHAPTER III

PROCEDURES AND METHODOLOGY

Conducting an in-depth community assessment survey is indeed a very extensive project. This study can be categorized as a descriptive study designed to answer the seven objectives listed in the previous section. In preparation for the actual implementation of the surve, a preliminary plan was developed which was subsequently approved by the college. The survey committee made some modifications, all of which have been incorporated into the methodology outlined below. The specific procedures used for the development of the preliminary plan were as follows:

I. A review of the literature identified approaches various authors used in designing and implementing a community survey.

II. Based on their objectives, three community surveys were examined in depth in order to analyze their strengths and weaknesses, i.e., Harrisburg Area Community College, Frostburg State College, and Florida Junior College at Jacksonville.

III. From the literature review in Step I, a list of common elements was developed which comprised a total of nine planning and procedural steps that most authors agreed were essential in designing a community survey.

IV. The steps used by each of the three community surveys were subjectively measured against each of the nine steps.

V. The final result was nine tables which permitted easy review of the methods CFCC might wish to consider using. Two of the most useful recommendations of this research related to the

value of establishing a survey advisory committee and to pilot-testing the questionnaire (Pealer, February, 1977).

In addition, a questionnaire was developed and pilot-tested (see Appendix I). A description of how this instrument was developed is given below:

I. A review of the literature was conducted (1) to identify the concepts necessary for good questionnaire design and (2) to identify specific questions used by other colleges to conduct a community assessment survey.

II. Input for questionnaire material was sought from CFCC students, faculty, and administrative personnel.

III. The survey advisory committee determined, by majority vote, the questions to be used. This committee also served as the "panel of experts" to establish validity.

IV. The survey was pilot-tested in sixty-two individual households.

V. Approximately two weeks later fifteen of the sixty-two households were re-interviewed to determine questionnaire reliabilty. A ninety-three percent reliability figure was obtained.

VI. The entire pilot-test effort was evaluated, after which some minor changes were made in the survey instrument (Pealer, April, 1977).

In order to properly conduct a community assessment survey, it was felt that, because of the size and duration of the research project,

using paid personnel would be considerably more reliable than volunteer workers. Thus, a federal grant under Title VI, Comprehensive Employment Training Act (CETA) was applied for and was received. The grant totaled $14, 613.97 and included funds for six personnel, telephone installations, monthly telephone charges, and training costs.

The specific procedures and time frame involved in implementing the survey were as follows:

DATE	STEP	PROCEDURE
July 15	1	Interviews were conducted for a project supervisor position under CETA grant. This individual supervised day-to-day operations, assisted with employment interviews for the other five CETA employees and handled stenographic service required by the survey.
August 1	2	The project supervisor began her employment. Extensive orientation began, followed by the drafting of a detailed plan and schedule for all survey activities.
August 15	3	Arrangements for all survey materials, equipment, and supplies were completed by this date.
	4	The selection process for five telephone interviewers began.
September 1	5	All interviewers were employed by this date.
	6	The training seminars began and appropriate orientation hand-outs were distributed for use by

all personnel associated with the survey. A forty-six-page Project Manual, detailing each employee's responsibilities and providing the interviewers with the necessary forms, was used throughout the training seminar.

7. The survey design specified that the interviewers telephone a ten percent systematic random sample of all residential telephones in CFCC's service district. The telephone numbers were identified by counting every ten residential numbers in the telephone directory. A deliberate attempt was made not to telephone any of the numbers of the 62 persons who participated in the pilot-test for the questionnaire.

8 Extensive publicity for the survey, its purpose, its objectives, and the dates when it would be conducted was prepared for all area news media. The purpose of this publicity was to encourage the public to want to participate and thus encourage a higher response rate.

9 Telephone interviews began. Three interviewers were located on the CFCC campus for Marion County; one interviewer worked in Williston for Levy County; one person worked in Inverness for Citrus County. The interviewers made a maximum of three attempts; if no satisfactory response was received, the very

next residential number was selected in an attempt to obtain one response from each group of ten. Each telephone attempt was carefully logged on telephone response sheets. The interview schedule was developed so that interviews were conducted six days a week beginning at 9:00 A.M. and ending at 9:00 P.M.

September 30 10 The project supervisor was sent to Citrus County to assist the Citrus County interviewer. The original CETA contract called for additional assistance because of the large number of residential phones in Citrus County.

October 15 11 The key-punching of the coded interview sheets began in accordance with the coding and computer programming specifications which had already been determined at the time the questionnaire was developed.

12 The Levy County interviewer completed all his assigned interviews. This employe completed his remaining employment by making calls in Marion County.

13 All the personnel participated in a mid-point evaluation session.

December 21 14 All telephone interviews were completed. The survey workers participated in an informal post-survey review.

January 15	15	With the key-punching and programming complete, computer printouts summarizing the data were reviewed and verified for accuracy.
	16	The data analysis began; the survey advisory committee was asked to participate in this process. The results have been reported for each county as well as for the CFCC district as a whole. Computer analysis by sex, race, income, age, education, employment, and length of residence are also available. An extensive series of tables has been prepared to summarize the data received. From these results, each research question listed in "Major Issues and Research Questions" has been answered by analysing the data received. Such data as sex, age, and race of the respondents from each county have been compared with the same population characteristics for the county according to the published Florida census data.
January 31	17	The six-month CETA grant expired. The typing and stenographic services for completion of the CETA grant were finished by this date.
February 10	18	The preparation of the final report was prepared for submission to the college's top administrative officers. This report (1) provided answers for each of the survey's seven objectives, (2) evaluated the appropriateness and usefulness of the steps

used to conduct this survey, (3) commented on the usefulness of the telephone interview approach and (4) provided recommendation and implementation suggestions for consideration by CFCC's top administrative officers, as well as by the various administrative areas which are directly affected by the questions on the survey instrument, such as admissions, placement, and public information.

Each of the preceding steps was designed to enable the survey to meet its seven stated objectives. The basis for identifying the steps needed began with the development of a preliminary plan. A careful review of the literature and of other community surveys permitted identification of the steps necessary for conducting a thorough community survey. The preliminary plan stressed the importance of establishing a survey committee and of pilot-testing the questionnaire. Finally, federal funds were obtained thus permitting full implementation of the preliminary plan in accordance with the eighteen steps previously outlined.

CHAPTER IV

FINDINGS

INTRODUCTION

During the three-and-a-half-month interview period it was necessary to make 13,031 telephone calls in order to complete interviews in 4,369 households throughout the Central Florida Community College district. Because of the large number of individuals in the survey, as well as the length of the survey instrument, a total of more than 325,000 individual responses was received. The computer programming was extensive and eventually resulted in 3,208 printouts which tabulated, cross-tabulated, and summarized the data in a variety of ways. For the purposes of this study, the findings have been summarized by county, city of Ocala, and CFCC district. Recommendations for CFCC to utilize the cross-tabulation printouts by city and by demographic characteristics, all of which this study was responsible for generating, have been made in the section entitled "Plans for Change."

The findings resulting from this study have been prepared for presentation in two parts. Part I begins with a brief narrative description of the highlights of each table. Following this section each table is displayed in the same order in which the questions were asked on the questionnaire. An effort has been made to rank-order the responses of many questions which should enable the reader to better understand and interpret the results. Part II gives a brief narrative description of the highlights of each table and figure. Immediately following this section each table and figure is portrayed to illustrate the demographic characteristics of all respondents involved in the survey, including a map of the district and

a listing of respondents by city. Both parts contain the sub-categories of Citrus County, Levy County, Marion County, Ocala, and the CFCC district. All of these categories are frequenty referred to as "all areas." The district reflects the total of the three counties.

All tabulations listed under Ocala are also included under Marion County. Since Ocala is the largest city in the district and the location of the CFCC campus, it was felt that Ocala should be displayed separately for comparison purposes only; the number of respondents listing Ocala as their address was 1,723, which is 61.6 percent of Marion County, 36.4 percent of the total district and is more than the combined number of respondents from Citrus and Levy counties. It should also be noted that reference to any city, including Ocala, should be understood to mean the environs and not the city limits.

The design of the study called for 10 percent of the residential telephone listings to be included in the sample. Each identified number was contacted a minimum of three times in an effort to obtain as close to the 10 percent sample as possible. The results of these efforts are as follows:

COUNTY	NUMBER DESIRED	NUMBER INTERVIEWED	PERCENT COMPLETED VS. DESIRED
Citrus	1413	1141	80.7
Levy	440	432	98.2
Marion	2804	2796	99.7
District	4657	4369	93.8

Attention should also be called to findings reported in full detail in the Appendices. The actual survey questionnaire, complete listing of "other" responses to questions 3,4, and 10, occupational groupings, and general findings related to survey implementation will provide the reader

with a more in-depth understanding of the process and may be of help to other institutions contemplating a community survey of this type. A specific note should be made of Appendix VIB, "Summary of Respondents' Willingness to Participate." The percentage of people refusing to participate was 22.3 percent in Marion County and 41.9 percent and 42.6 percent in Levy and Citrus counties, respectively. Demographic data were not available on this group; however, comments from the interviewers regarding the reasons people refused yielded the following information:

Marion County - 1. too old
2. just not interested

Citrus and
Levy counties - 1. too old
2. too far away
3. just not interested

An evaluation of the procedures used in conducting this survey and of the use of the telephone method is included in Appendix VID.

PART I

THE KNOWLEDGE, PERCEPTIONS, AND OPINIONS ABOUT CENTRAL FLORIDA COMMUNITY COLLEGE OF THE 4369 RESPONDENTS WHO PARTICIPATED IN THE SURVEY

TABLE 1.1 (page 29) Question #1 - All areas This table summarizes the respondents' specific knowledge regarding CFCC's location. In Levy County only 29.6 percent knew the specific location, while 50.5 percent did in Citrus, 87.0 percent in Marion and 92.0 percent in Ocala.

TABLE 1.2 (page 30) Question #2 - Citrus County This table records the knowledge Citrus County respondents have about CFCC services. Those "not sure" whether CFCC offered the thirteen services listed numbered 48.4 percent, while only 41.6 percent were certain.

TABLE 1.3 (page 31) Question #2 - Levy County The table displays the knowledge 432 Levy County respondents have about CFCC services. Of the thirteen services listed, 72.0 percent were "not sure," while only 22.2 percent answered "yes" to the group of CFCC offerings.

TABLE 1.4 (page 32) Question #2 - Marion County This table displays the knowledge of Marion County respondents about CFCC services. Forty-one and eight tenths percent were "not sure," while 47.0 percent felt these services were offered.

TABLE 1.5 (page 33) Question #2 - Ocala This table displays the knowledge of 1,723 Ocala respondents about CFCC services. Forty-nine and four tenths percent answered "yes" to one or more services listed, while 39.3 percent were "not sure."

TABLE 1.1 LOCATION OF CFCC

QUESTION #1 "Please give me the specific location of CFCC."										
RESPONSE CATEGORIES	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Yes, specifically (Rt. 200)	576	50.5	128	29.6	2433	87.0	1587	92.0	3137	71.8
Yes, generally (Ocala)	317	27.8	234	54.2	230	8.2	91	5.3	781	17.9
Uncertain	45	3.9	20	4.6	31	1.1	10	0.6	96	2.2
Incorrect location	109	9.6	2	0.5	6	0.2	0	0.0	117	2.7
Did not know	90	7.9	46	10.6	93	3.4	32	1.9	229	5.2
No Response	4	0.3	2	0.5	3	0.1	3	0.2	9	0.2
TOTAL	1141	100	432	100	2796	100	1723	100	4369	100

TABLE 1.2 KNOWLEDGE CITRUS COUNTY RESIDENTS HAVE ABOUT CFCC SERVICES

QUESTION #2 "Does CFCC offer . . . "

CFCC Offerings	CITRUS COUNTY							
	Yes		No		Not Sure		No Response	
	#	%	#	%	#	%	#	%
College level courses	825	72.3	21	1.8	279	24.5	16	1.4
Vocational courses	733	64.2	66	5.8	326	28.6	16	1.4
Adult Education courses	749	65.6	85	7.4	290	25.4	17	1.5
Courses for students who don't have a high school diploma	328	28.7	158	13.8	629	55.1	26	2.3
Library services to the general public	321	28.1	112	9.8	681	59.7	27	2.4
Job Placement services	456	40.0	83	7.3	576	50.5	26	2.3
Financial Aid for students	597	52.3	39	3.4	480	42.1	25	2.2
Recreational facilities for public use	327	28.7	100	8.8	680	59.6	34	3.0
Childcare services for enrolled students	216	18.9	140	12.3	753	66.0	32	2.8
Academic courses for high school students	387	33.9	70	6.1	650	56.9	34	3.0
Courses offered on television	168	14.7	135	11.8	803	70.4	35	3.1
Free cultural activities for the general public	416	36.5	71	6.2	620	54.3	34	3.0
Counseling & testing services	654	57.3	34	3.0	423	37.1	30	2.6
TOTALS	6177	41.6	1114	7.5	7190	48.4	352	2.4

Note: Number of Respondents 1141 Total Number of Responses 14833

TABLE 1.3 KNOWLEDGE LEVY COUNTY RESIDENTS HAVE ABOUT CFCC SERVICES

QUESTION #2 " Does CFCC offer . . . "

CFCC Offerings	LEVY COUNTY							
	Yes		No		Not Sure		No Response	
	#	%	#	%	#	%	#	%
College level courses	148	34.3	3	0.7	267	61.8	14	3.2
Vocational courses	169	39.1	1	0.2	249	57.6	13	3.0
Adult Education courses	167	38.7	1	0.2	251	58.1	13	3.0
Courses for students who don't have a high school diploma	62	14.4	13	3.0	342	79.2	15	3.5
Library services to the general public	46	10.6	22	5.1	350	81.0	14	3.2
Job Placement services	112	25.9	8	1.9	297	68.8	15	3.5
Financial Aid for students	116	26.9	7	1.6	294	68.1	15	3.5
Recreational facilities for public use	50	11.6	18	4.2	350	81.0	14	3.2
Childcare services for enrolled students	25	5.8	20	4.6	372	86.1	15	3.5
Academic courses for high school students	88	20.4	7	1.6	322	74.5	15	3.5
Courses offered on television	42	9.7	20	4.6	355	82.2	15	3.5
Free cultural activities for the general public	110	25.5	7	1.6	300	69.4	15	3.5
Counseling & testing services	113	26.2	6	1.4	297	68.7	16	3.7
TOTALS	1248	22.2	133	2.4	4046	72.0	189	3.4

Note: Number of Respondents 432 Total Number of Responses 5616

TABLE 1.4 KNOWLEDGE MARION COUNTY RESIDENTS HAVE ABOUT CFCC SERVICES

QUESTION #2 " Does CFCC offer . . . "

CFCC Offerings	MARION COUNTY							
	Yes		No		Not Sure		No Response	
	#	%	#	%	#	%	#	%
College level courses	2077	74.2	36	1.3	505	18.1	178	6.4
Vocational courses	2136	76.4	29	1.0	452	16.2	179	6.4
Adult Education courses	2172	77.7	23	0.8	421	15.1	180	6.4
Courses for students who don't have a high school diploma	1005	35.9	161	5.8	1437	51.4	193	6.9
Library services to the general public	997	35.7	176	6.3	1434	51.3	189	6.8
Job Placement services	1199	42.9	108	3.9	1299	46.5	190	6.8
Financial Aid for students	1440	51.5	82	2.9	1086	38.8	188	6.7
Recreational facilities for public use	1037	37.1	173	6.2	1390	49.7	196	7.0
Childcare services for enrolled students	604	21.6	230	8.2	1773	63.4	189	6.8
Academic courses for high school students	1055	37.7	136	4.9	1413	50.5	192	6.9
Courses offered on television	473	16.9	276	9.9	1855	66.3	192	6.9
Free cultural activities for the general public	1358	50.0	116	4.1	1089	38.9	193	6.9
Counseling & testing services	1494	53.4	81	2.9	1025	36.7	196	7.0
TOTALS	17087	47.0	1627	4.5	15179	41.8	2455	6.7

Note: Number of Respondents 2796 Total Number of Responses 36348

TABLE 1.5 KNOWLEDGE CITY OF OCALA RESIDENTS HAVE ABOUT CFCC SERVICES

QUESTION #2 "Does CFCC offer . . . "

CFCC Offerings	CITY OF OCALA							
	Yes		No		Not Sure		No Response	
	#	%	#	%	#	%	#	%
College level courses	1313	76.3	16	0.9	283	16.4	111	6.4
Vocational courses	1354	78.6	13	0.8	243	14.1	112	6.5
Adult Education courses	1375	79.8	11	0.6	224	13.0	113	6.6
Courses for students who don't have a high school diploma	652	37.8	98	5.7	851	49.4	122	7.1
Library services to the general public	663	38.6	109	6.3	833	48.3	118	6.8
Job Placement services	785	45.6	71	4.1	749	43.5	118	6.8
Financial Aid for students	946	54.9	52	3.0	607	35.3	118	6.8
Recreational facilities for public use	720	41.8	97	5.6	782	45.4	124	7.2
Childcare services for enrolled students	390	22.6	142	8.2	1072	62.3	119	6.9
Academic courses for high school students	675	39.2	80	4.6	847	49.2	121	7.0
Courses offered on television	318	18.5	179	10.4	1105	64.1	121	7.0
Free cultural activities for the general public	919	53.3	73	4.2	611	35.5	120	7.0
Counseling & testing services	948	55.0	51	3.0	604	35.1	120	7.0
TOTALS	11058	49.4	992	4.4	8811	39.3	1537	6.9

Note: Number of Respondents 1723 Total Number of Responses 22398

TABLE 1.6 (page 35) Question #2 - District This table displays the knowledge of 4,369 district respondents about CFCC services. The number who responded "yes" was 43.2 percent, while 46.5 percent were "not sure" about the thirteen services offered.

TABLE 1.7 (page 36) Question #2 - All areas This table gives a rank order summary of the knowledge respondents have of the thirteen college services listed. Specifically, the number of "yes" responses were rank-ordered. In all areas college level, vocational, and adult education courses received the highest number of "yes" responses. While these services were the top-ranked services, in Levy County their "yes" percentages were considerably below the other counties. Services which received the lowest percentage of "yes" responses were identical in each area; they were courses for students who do not have a high school diploma, library services for the general public, courses offered on television, and child care services for enrolled students.

TABLE 1.8 (page 37) Question #3 - All areas This table lists the respondents' source of information about CFCC. Multiple responses were permitted. "Friends" was the most frequent source, especially in Levy County with over 51.4 percent listing this category. In Marion County and Ocala the "newspaper" was slightly ahead of the "friends" category. "Radio" ranked very low in all areas and did not receive a response rate higher than 2.6 percent.

TABLE 1.6 KNOWLEDGE RESIDENTS OF CFCC DISTRICT HAVE ABOUT CFCC SERVICES

QUESTION #2 "Does CFCC offer . . . "

CFCC Offerings	CFCC DISTRICT							
	Yes		No		Not Sure		No Response	
	#	%	#	%	#	%	#	%
College level courses	3050	69.8	60	1.3	1051	24.1	208	4.8
Vocational courses	3038	69.5	96	2.2	1027	23.5	208	4.8
Adult Education courses	3088	70.7	109	2.5	962	22.0	210	4.8
Courses for students who don't have a high school diploma	1395	31.9	333	7.6	2407	55.1	234	5.4
Library services to the general public	1365	31.2	310	7.1	2464	56.4	230	5.3
Job Placement services	1768	40.5	199	4.5	2171	49.7	231	5.3
Financial Aid for students	2153	49.3	128	2.9	1860	42.6	228	5.2
Recreational facilities for public use	1414	32.3	291	6.7	2420	55.4	244	5.6
Childcare services for enrolled students	846	19.4	390	8.9	2897	66.3	236	5.4
Academic courses for high school students	1530	35.0	213	4.8	2385	54.6	241	5.5
Courses offered on television	684	15.7	431	9.9	3012	68.9	242	5.5
Free cultural activities for the general public	1925	44.1	194	4.4	2008	46.0	242	5.5
Counseling & testing services	2262	51.8	121	2.8	1744	39.9	242	5.5
TOTALS	24518	43.2	2875	5.0	26408	46.5	2996	5.3

Note: Number of Respondents 4369 Total Number of Responses 56797

TABLE 1.7 RANK-ORDER SUMMARY OF RESIDENTS' KNOWLEDGE ABOUT CFCC SERVICES

Table presents high to low ranking of the percentage of "yes" responses for question #2, "Does CFCC offer . . . ?"

RANK	CITRUS SERVICE	%	LEVY SERVICE	%	MARION SERVICE	%	OCALA SERVICE	%	CFCC DISTRICT SERVICE	%
1	College	72.3	Vocation	39.1	Adult Ed	77.7	Adult Ed	79.8	Adult Ed	70.7
2	Adult Ed	65.5	Adult Ed	38.7	Vocation	76.4	Vocation	78.6	College	69.8
3	Vocation	64.2	College	34.3	College	74.2	College	76.3	Vocation	69.5
4	Counsel	57.3	Fin Aid	26.9	Counsel	53.4	Counsel	55.0	Counsel	51.8
5	Fin Aid	52.3	Counsel	26.2	Fin Aid	51.5	Fin Aid	54.9	Fin Aid	49.3
6	Job Place	40.0	Job Place	25.9	Cultural	50.0	Cultural	53.3	Cultural	44.1
7	Cultural	36.5	Cultural	25.5	Job Place	42.9	Job Place	45.6	Job Place	40.5
8	Academic	33.9	Academic	20.4	Academic	37.7	Recreat	41.8	Academic	35.0
9	Recreat	28.7	No Dipl	14.4	Recreat	37.1	Academic	39.2	Recreat	32.3
10	No Dipl	28.7	Recreat	11.6	No Dipl	35.9	Library	38.6	No Dipl	31.9
11	Library	28.1	Library	10.6	Library	35.7	No Dipl	37.8	Library	31.2
12	Childcare	18.9	TV Courses	9.7	Childcare	21.6	Childcare	22.6	Childcare	19.4
13	TV courses	14.7	Childcare	5.8	TV Courses	16.9	TV Courses	18.5	TV Courses	15.7
	TOTAL NUMBER OF RESPONDENTS 1141		TOTAL NUMBER OF RESPONDENTS 432		TOTAL NUMBER OF RESPONDENTS 2796		TOTAL NUMBER OF RESPONDENTS 1723		TOTAL NUMBER OF RESPONDENTS 4369	

KEY:
- Academic - Academic courses for high school students
- Adult Ed - Adult Education courses
- Childcare - Childcare services for enrolled students
- College - College level courses
- Counsel - Counseling & testing services
- Cultural - Free cultural activities for the general public
- Fin Aid - Financial aid for students
- Job Place - Job placement services
- Library - Library services to the general public
- No Dipl - Courses for students who have no high school diploma
- Recreat - Recreational facilities for public use
- TV Courses - Courses offered on TV
- Vocation - Vocational courses

TABLE 1.8 RANK-ORDER SUMMARY OF RESPONDENTS' SOURCES OF INFORMATION ABOUT CFCC

QUESTION #3 "Where do you get most of your information about CFCC?"

RANK	CITRUS Source	%	LEVY Source	%	MARION Source	%	OCALA Source	%	CFCC DISTRICT Source	%
1	Friends N = 476	34.5	Friends N = 299	51.4	Newspaper N = 1205	33.5	Newspaper N = 772	33.1	Friends N = 1914	34.3
2	Newspaper N = 356	25.9	Students N = 161	27.7	Friends N = 1139	31.6	Friends N = 758	32.5	Newspaper N = 1592	28.6
3	Students N = 244	17.8	Newspaper N = 31	5.3	Students N = 780	21.7	Students N = 526	22.6	Students N = 1186	21.3
4	Other N = 124	9.0	Other N = 6	1.0	Other N = 289	8.0	Other N = 170	7.3	Other N = 418	7.5
5	Radio N = 35	2.6	Radio N = 5	1.0	Radio N = 86	2.4	Radio N = 59	2.5	Radio N = 126	2.3
6	No response N = 141	10.2	No response N = 79	13.6	No response N = 102	2.8	No response N = 47	2.0	No response N = 322	5.8
	TOTAL RESPONSES N = 1376	100%	TOTAL RESPONSES N = 581	100%	TOTAL RESPONSES N = 3601	100%	TOTAL RESPONSES N = 2332	100%	TOTAL RESPONSES N = 5578	100%
	TOTAL NUMBER OF RESPONDENTS	1141	TOTAL NUMBER OF RESPONDENTS	432	TOTAL NUMBER OF RESPONDENTS	2796	TOTAL NUMBER OF RESPONDENTS	1723	TOTAL NUMBER OF RESPONDENTS	4369

Note: Multiple responses were permitted.

TABLE 1.9 (page 39) Question #3 - Citrus, Levy, and Marion counties

This table shows the "other" comments respondents gave in answer to question 3. Many respondents in each area were former CFCC students and therefore got their information by first-hand experience. Others received most of their information from former students they currently know.

TABLE 1.10 (page 40) Question #4 - All areas This table provides a rank-order listing of the methods that CFCC should consider using in communicating with the public. Multiple responses were permitted. Each area specified "more news articles" for an over-all district response of 46.7 percent. The next highest category in all areas of the district was "presenting information over the radio and television" with 25.1 percent.

TABLE 1.11 (page 41) Question #4 - Citrus, Levy, and Marion counties

This table lists the "other" responses to Question 4. The number of responses for any one item was small; however, 11 respondents in the district did feel that a college representative should be available to meet with people about the college.

TABLE 1.12 (page 42) Question #5 - All areas This table describes how frequently the respondents attend CFCC activities. Sixty-eight percent of the respondents in CFCC's district have never attended any activity, with Citrus County showing a figure of 85.2 percent. Most of the respondents who do attend events are from Marion County and Ocala with figures of 32.9 percent and 37.8 percent, respectively.

TABLE 1.9 MOST FREQUENT "OTHER" RESPONSES TO QUESTION #3

QUESTION #3 "Where do you get most of your information about CFCC?"											
CITRUS			LEVY			MARION			CFCC DISTRICT		
Rank	Response	#	Rank	Response	#	Rank	Response	#	Rank	Response	#
1	From former students	19	1	From area high schools	2	1	Respondent is former student	70	1	Respondent is former student	83
2	Respondent is former student	13	2	Visited college	2	2	From former students	57	2	From former students	76
3	a-from relatives b-from area high schools	8 8				3	Formal contact with CFCC personnel	40	3	Formal contact with CFCC personnel	44

Note: A complete listing of all responses to this question is given in Appendix II A

TABLE 1.10 RANK-ORDER SUMMARY OF COMMUNICATION METHODS

QUESTION # 4 "Can CFCC best provide you with information about the College by . . . "

RANK	CITRUS COMMUNICATION METHODS	%	LEVY COMMUNICATION METHODS	%	MARION COMMUNICATION METHODS	%	OCALA COMMUNICATION METHODS	%	CFCC DISTRICT COMMUNICATION METHODS	%
1	News art N = 690	43.7	News art N = 220	35.2	News art N = 1849	50.1	News art N = 1197	51.1	News art N = 2755	46.7
2	Radio & TV N = 307	19.4	Radio & TV N = 157	25.1	Radio & TV N = 602	16.3	Radio & TV N = 397	16.2	Radio & TV N = 1066	18.1
3	Newslett N = 292	18.5	Newslett N = 135	21.6	Newslett N = 419	11.4	Newslett N = 263	11.2	Newslett N = 849	14.4
4	Catalog N = 162	10.2	Catalog N = 56	9.0	Catalog N = 332	9.0	Catalog N = 193	8.2	Catalog N = 550	9.3
5	Counsel N = 57	3.6	Counsel N = 16	2.5	Counsel N = 244	6.6	Counsel N = 166	7.1	Counsel N = 317	5.4
6	Other N = 22	1.4	Other N = 15	2.4	Other N = 38	1.0	Other N = 23	1.0	Other N = 75	1.3
7	No response N = 51	3.2	No response N = 26	4.2	No response N = 206	5.6	No response N = 121	5.2	No response N = 283	4.8
	TOTAL RESPONSES N = 1581	100%	TOTAL RESPONSES N = 625	100%	TOTAL RESPONSES N = 3690	100%	TOTAL RESPONSES N = 2360	100%	TOTAL RESPONSES N = 5895	100%
	TOTAL NUMBER OF RESPONDENTS 1141		TOTAL NUMBER OF RESPONDENTS 432		TOTAL NUMBER OF RESPONDENTS 2796		TOTAL NUMBER OF RESPONDENTS 1723		TOTAL NUMBER OF RESPONSES 4369	

KEY: Catalog = Send college catalog
Counsel = Talk with counselor
News art = More news articles
Newslett = Periodic newsletters

Note: Multiple responses were permitted.

TABLE 1.11 MOST FREQUEST "OTHER" RESPONSES TO QUESTION #4

QUESTION #4 "Can CFCC best provide you with information about the College by. . ."							
CITRUS			LEVY			MARION			CFCC DISTRICT		
Rank	Response	#	Rank	Response	#	Rank	Response	#	Rank	Response	#
1	Distribute information through high schools	5	1	Send a student representative to the high schools	3	1	Make college representatives available	9	1	Make college representatives available	11
2	Use bank statement mailers to distribute information	4	2	Have counselors visit high schools	2	2	Use the telephone	3	2	Distribute information through high schools	7
3	Distribute brochures	3				3	By doing a good job	3	3	a-Use bank statement mailers b-distribute brochures	6 6

Note: A complete listing of all responses to this question is given in Appendix II B

TABLE 1.12 PUBLIC'S FREQUENCY OF ATTENDANCE AT CFCC ACTIVITIES

QUESTION #5 "Do you attend events at CFCC such as music concerts, plays, sports events, lectures . . . "										
Category of Responses	CFCC SERVICE DISTRICT									
	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Frequently	17	1.5	28	6.5	160	5.7	119	6.9	205	4.7
Occasionally	111	9.7	90	20.8	760	27.2	532	30.9	961	22.0
Almost never	30	2.6	22	5.1	156	5.6	109	6.3	208	4.8
Have never attended any event	972	85.2	288	66.7	1712	61.2	960	55.7	2972	68.0
No response	11	1.0	4	0.9	8	0.3	3	0.2	23	0.5
TOTALS	1141	100%	432	100%	2796	100%	1723	100%	4369	100%

TABLE 1.13 (page 44) Question #6 - Citrus County This table shows the CFCC activites attended or used by the 1,141 respondents from Citrus County. Ninety-six and six tenths percent had not attended or used these activities, whereas 2.8 percent had.

TABLE 1.14 (page 45) Question #6 - Levy County This table shows the CFCC activities attended or used by the 432 respondents in Levy County. Ninety-seven and two tenths percent had not attended or used these activities, 1.6 percent had.

TABLE 1.15 (page 46) Question #6 - Marion County This table shows the CFCC activities attended or used by the 2,796 respondents from Marion County. Ninety percent had not attended or used the activities listed, 9.6 percent had.

TABLE 1.16 (page 47) Question #6 - Ocala This table shows the CFCC activities attended or used by the 1,723 respondents from Ocala. Eighty-eight and seven tenths percent had not attended or used the activities listed, 10 percent had.

TABLE 1.17 (page 48) Question #6 - District This table shows the district respondents attendance or use of the activities listed. Ninety-two and five tenths percent had not attended or used the activities listed, 7.0 percent had.

TABLE 1.18 (page 49) Question #6 - All areas This table shows a rank-order summary of which activities respondents have used or attended in the past. The most frequently used or attended items were as follows: 1. plays, 2. community concerts, and 3. adult education courses. The counseling departments, vocational courses, and

TABLE 1.13 CITRUS COUNTY RESIDENTS USE OF CFCC OFFERINGS

QUESTION #6 "Have you ever attended or made use of any of the following at CFCC?"						
CFCC Facilities, Events & Offerings	CITRUS COUNTY					
	Yes		No		No Response	
	#	%	#	%	#	%
Library	40	3.5	1097	96.2	4	0.3
Plays	104	9.1	1032	90.4	5	0.4
Community Concerts	53	4.6	1080	94.6	8	0.7
Community Chorus	31	2.7	1102	96.6	8	0.7
Community Band	22	1.9	1111	97.4	8	0.7
Tennis courts	15	1.3	1118	98.0	8	0.7
Handball/racquet courts	13	1.1	1120	98.2	8	0.7
Lectures	27	2.4	1106	97.0	7	0.6
Films	22	1.9	1112	97.5	7	0.6
Meeting rooms	8	0.7	1126	98.7	7	0.6
Adult Education course	41	3.6	1093	95.8	7	0.6
Counseling department	14	1.2	1120	98.2	7	0.6
Vocational course	20	1.8	1114	97.6	7	0.6
College level course	31	2.7	1102	96.6	8	0.7
TOTALS	441	2.8	15433	96.6	99	0.6

Note: Number of Respondents 1141 Total Number of Responses 15973

TABLE 1.14 LEVY COUNTY RESIDENTS' USE OF CFCC OFFERINGS

QUESTION #6 "Have you ever attended or made use of any of the following at CFCC?"

CFCC Facilities, Events & Offerings	LEVY COUNTY					
	Yes		No		No Response	
	#	%	#	%	#	%
Library	11	2.5	416	96.1	5	1.2
Plays	24	5.6	403	93.3	5	1.2
Community Concerts	13	3.0	415	96.1	4	0.9
Community Chorus	3	0.7	424	98.1	5	1.2
Community Band	1	0.2	426	98.6	5	1.2
Tennis courts	1	0.2	426	98.6	5	1.2
Handball/racquet courts	0	0.0	427	98.8	5	1.2
Lectures	1	0.2	426	98.6	5	1.2
Films	2	0.5	425	98.4	5	1.2
Meeting rooms	27	6.3	400	92.6	5	1.2
Adult Education course	2	0.5	425	98.4	5	1.2
Counseling department	0	0.0	427	98.8	5	1.2
Vocational course	12	2.8	415	96.1	5	1.2
College level course	1	0.2	426	98.6	5	1.2
TOTALS	98	1.6	5881	97.2	69	1.2

Note: Number of Respondents 432 Total Number of Responses 6048

TABLE 1.15 MARION COUNTY RESIDENTS' USE OF CFCC OFFERINGS

QUESTION #6 "Have you ever attended or made use of any of the following at CFCC?"						
CFCC Facilities, Events & Offerings	MARION COUNTY					
	Yes		No		No Response	
	#	%	#	%	#	%
Library	358	12.8	2429	86.9	9	0.3
Plays	727	26.0	2062	73.7	7	0.3
Community Concerts	406	14.5	2381	85.2	9	0.3
Community Chorus	230	8.2	2556	91.4	10	0.4
Community Band	159	5.7	2626	93.9	11	0.4
Tennis courts	193	6.9	2592	92.7	11	0.4
Handball/racquet courts	130	4.6	2655	95.0	11	0.4
Lectures	223	8.0	2562	91.6	11	0.4
Films	162	5.8	2623	93.8	11	0.4
Meeting rooms	169	6.0	2619	93.7	8	0.3
Adult Education course	412	14.7	2376	85.0	8	0.3
Counseling department	168	6.0	2618	93.6	10	0.4
Vocational course	128	4.6	2657	95.0	11	0.4
College level course	303	10.8	2485	88.9	8	0.3
TOTALS	3768	9.6	35241	90.0	135	0.4

Note: Number of Respondents 2796 Total Number of Responses 39144

TABLE 1.16 CITY OF OCALA RESIDENTS' USE OF CFCC OFFERINGS

QUESTION #6	"Have you ever attended or made use of any of the following at CFCC?"					
CFCC Facilities, Events & Offerings	CITY OF OCALA					
	Yes		No		No Response	
	#	%	#	%	#	%
Library	249	14.5	1468	85.2	5	0.3
Plays	513	29.8	1206	70.0	4	0.2
Community Concerts	280	16.3	1437	83.4	6	0.3
Community Chorus	153	8.9	1565	90.8	5	0 3
Community Band	104	6.0	1612	93.6	7	0.4
Tennis courts	155	9.0	1562	90.7	6	0.3
Handball/racquet courts	111	6.5	1606	93.2	6	0.3
Lectures	151	8.8	1566	90.9	6	0.3
Films	111	6.5	1606	93.2	6	0.3
Meeting rooms	117	6.8	1601	92.9	5	0.3
Adult Education course	292	16.9	1425	82.7	6	0.3
Counseling department	118	6.8	1597	92.7	8	0.5
Vocational course	78	4.5	1636	95.0	9	0.5
College level course	206	12.0	1511	87.7	6	0.3
TOTALS	2638	10.9	21398	88.7	85	0.4

Note: Number of Respondents 1723 Total Number of Responses 24121

TABLE 1.17 DISTRICT RESIDENTS' USE OF CFCC OFFERINGS

QUESTION #6 "Have you ever attended or made us of any of the following at CFCC?"						
CFCC Facilities, Events & Offerings	CFCC DISTRICT					
	Yes		No		No Response	
	#	%	#	%	#	%
Library	408	9.3	3943	90.2	18	0.4
Plays	855	19.6	3497	80.0	17	0.4
Community Concerts	473	10.8	3875	88.7	21	0.5
Community Chorus	265	6.1	4081	93.4	23	0.5
Community Band	183	4.2	4162	95.3	24	0.5
Tennis courts	209	4.8	4136	94.6	24	0.5
Handball/racquet courts	143	3.3	4202	96.2	24	0.5
Lectures	251	5.7	4095	93.7	23	0.5
Films	186	4.3	4160	95.2	23	0.5
Meeting rooms	204	4.7	4145	94.9	20	0.5
Adult Education course	455	10.4	3894	89.1	20	0.5
Counseling department	182	4.2	4165	95.3	22	0.5
Vocational course	160	3.7	4186	95.8	23	0.5
College level course	335	7.7	4013	91.8	21	0.5
TOTALS	4309	7.0	56554	92.5	303	0.5

Note: Number of Respondents 4369 Total Number of Responses 61166

TABLE 1.18 RANK-ORDER SUMMARY OF RESPONDENTS' USE OF CFCC OFFERINGS

Table presents high to low ranking of "yes" responses to Question #6, "Have you ever attended or made use of any of the following at CFCC?"

RANK	CITRUS OFFERING	%	LEVY OFFERING	%	MARION OFFERING	%	OCALA OFFERING	%	CFCC DISTRIC OFFERING
1	Plays	9.1	Mtg Rooms	6.3	Plays	26.0	Plays	29.8	Plays
2	Concerts	4.6	Plays	5.6	Adult Ed	14.7	Adult Ed	16.9	Concerts
3	Adult Ed	3.6	Concerts	3.0	Concerts	14.5	Concerts	16.3	Adult Ed
4	Library	3.5	Vocational	2.8	Library	12.8	Library	14.5	Library
5	College	2.7	Library	2.5	College	10.8	College	12.0	College
6	Chorus	2.7	Chorus	0.7	Chorus	8.2	Tennis Cts	9.0	Chorus
7	Lectures	2.4	Adult Ed	0.5	Lectures	8.0	Chorus	8.9	Lectures
8	Films	1.9	Films	0.5	Tennis Cts	6.9	Lectures	8.8	Tennis Cts
9	Band	1.9	College	0.2	Counseling	6.0	Counseling	6.8	Mtg Rooms
10	Vocational	1.8	Lectures	0.2	Mtg Rooms	6.0	Mtg Rooms	6.8	Films
11	Tennis Cts	1.3	Tennis Cts	0.2	Films	5.8	Films	6.5	Band
12	Counseling	1.2	Band	0.2	Band	5.7	Hand/rac	6.5	Counseling
13	Hand/rac	1.1	Counseling	0.0	Vocational	4.6	Band	6.0	Vocational
14	Mtg Rooms	0.7	Hand/rac	0.0	Hand/rac	4.6	Vocational	4.5	Hand/rac
	TOTAL RESPONDENTS 1141		TOTAL RESPONDENTS 432		TOTAL RESPONDENTS 2796		TOTAL RESPONDENTS 1723		TOTAL RESPONDENTS 43

KEY:
- Adult Ed - Adult Education course
- Band - Community band
- Chorus - Community chorus
- College - College level course
- Concerts - Community concerts
- Counseling - Counseling department
- Films - Films
- Hand/rac - Handball/racquetball courts
- Lectures - Lectures
- Library - Library
- Mtg rooms - Meeting room
- Plays - Plays
- Tennis Cts - Tennis court
- Vocational - Vocational c

handball/racquetball courst were the least used or attended.

TABLE 1.19 (page 51) Question #7 - All areas This table summarizes the respondents' preference for enrolling at CFCC. Sixty-four and four tenths percent in Citrus and 67.8 percent in Levy counties said CFCC would be their first choice compared to 84.8 percent in Marion and 87.1 percent in Ocala.

TABLE 1.20 (page 52) Question #8 - All areas This table summarizes the opinions respondents have heard about CFCC. Levy County had the lowest "positive" percentage at 58.1; Citrus was next at 70.3 percent; Marion was at 79.1 percent and Ocala at 81.3 percent. Levy County respondents had the highest "neutral" opinion percentage at 21.3 and their "no response" percentage was also more than double the other areas at 16.7.

TABLE 1.21 (page 53) Question #9 - All areas This table shows how effective the respondents feel the college has been in meeting community needs. Citrus respondents gave the lowest "definitely yes" response with 35.5 percent followed by 46.1 percent for Levy, 59.8 percent for Marion and 61.9 percent for Ocala. A large number of "no responses" was recorded for both Citrus and Levy at 26.9 percent and 19.7 percent, respectively. Eighty-two percent of the district feels the college is meeting community needs.

TABLE 1.22 (page 54) Question #10 - All areas This table shows the most important reasons respondents feel students attend CFCC. Multiple responses were permitted. In all areas "close to home," with percentages ranging from 33.1 to 46.4 was the number one reason, followed by

TABLE 1.19 RESPONDENTS' PREFERENCE FOR ENROLLING AT CFCC

QUESTION #7 "If you (or your son/daughter) were planning to enroll in an educational program, would CFCC . . ."

Category of Responses	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Be your first choice	735	64.4	293	67.8	2370	84.8	1501	87.1	3398	77.8
Be your second choice	117	10.2	38	8.8	131	4.7	77	4.4	286	6.5
Be a very unlikely choice	32	2.8	3	0.7	63	2.2	29	1.7	98	2.2
Not be considered under any circumstances	27	2.4	1	0.2	18	0.6	13	0.8	46	1.1
No response	230	20.2	97	22.5	214	7.7	103	6.0	541	12.4
TOTALS	1141	100%	432	100%	2796	100%	1723	100%	4369	100%

TABLE 1.20 COMMUNITY OPINION ABOUT CFCC

QUESTION #8 "Have most of the opinions you have heard about the College been . . . "

Category of Responses	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Positive	802	70.3	251	58.1	2213	79.1	1400	81.3	3266	74.8
Neutral	91	8.0	92	21.3	284	10.2	192	11.1	467	10.7
Negative	10	0.9	2	0.4	28	1.0	16	0.9	40	0.9
Did not know	141	12.3	15	3.5	204	7.3	81	4.7	360	8.2
No response	97	8.5	72	16.7	67	2.4	34	2.0	236	5.4
TOTAL	1141	100%	432	100%	2796	100%	1723	100%	4369	100%

TABLE 1.21 SUCCESS CFCC HAS HAD IN MEETING COMMUNITY NEEDS

QUESTION #9 "Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

Category of Responses	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Definitely, Yes	405	35.5	199	46.1	1671	59.8	1066	61.9	2275	52.1
For the most part, Yes	417	36.5	142	32.8	750	26.8	460	26.6	1309	29.9
For the most part, No	8	0.7	4	0.9	8	0.3	5	0.3	20	0.5
Definitely, No	4	0.4	2	0.5	6	0.2	3	0.2	12	0.3
No Response	307	26.9	85	19.7	361	12.9	189	11.0	753	17.2
TOTALS	1141	100%	432	100%	2796	100%	1723	100%	4369	100%

TABLE 1.22 RANK-ORDER SUMMARY OF MOST IMPORTANT REASONS STUDENTS ATTEND CFCC

QUESTION #10 "What do you feel is the most important reason that most students attend CFCC?"

RANK	CITRUS RESPONSE	%	LEVY RESPONSE	%	MARION RESPONSE	%	OCALA RESPONSE	%	CFCC DISTRICT RESPONSE	%
1	Home N = 713	42.9	Home N = 318	33.1	Home N = 1812	45.8	Home N = 1153	46.4	Home N = 2842	43.2
2	Low cost N = 365	21.9	Low cost N = 264	27.5	Low cost N = 894	22.6	Low cost N = 568	22.8	Low cost N = 1524	23.2
3	Good reput N = 177	10.6	Good reput N = 158	16.4	Spec prog N = 380	9.6	Spec prog N = 225	9.1	Good reput N = 629	9.6
4	Spec prog N = 144	8.7	Small size N = 133	13.9	Good reput N = 294	7.4	Good reput N = 190	7.6	Spec prog N = 562	8.5
5	Small size N = 87	5.2	Spec prog N = 38	4.0	Small size N = 259	6.6	Small size N = 168	6.8	Small size N = 479	7.3
6	Other N = 44	2.6	Other N = 2	0.2	Other N = 173	4.4	Other N = 110	4.4	Other N = 219	3.3
7	No response N = 134	8.1	No response N = 47	4.9	No response N = 143	3.6	No response N = 73	2.9	No response N = 324	4.9
	TOTAL RESPONSES N = 1664	100%	TOTAL RESPONSES N = 960	100%	TOTAL RESPONSES N = 3955	100%	TOTAL RESPONSES N = 2487	100%	TOTAL RESPONSES N = 6579	100%
	TOTAL NUMBER OF RESPONDENTS 1141		TOTAL NUMBER OF RESPONDENTS 432		TOTAL NUMBER OF RESPONDENTS 2796		TOTAL NUMBER OF RESPONDENTS 1723		TOTAL NUMBER OF RESPONDENTS 4369	

KEY: Home = Close to home Good reput = Good reputation Spec prog = Specialized program

Note: Multiple responses were permitted.

"low cost" with percentages ranging from 21.9 to 27.5.

TABLE 1.23 (page 56) Question #10 - All areas This table lists the most frequent "other" responses to question ten. One hundred forty-nine responses throughout the district said "to upgrade education and better oneself." Forty-eight persons said "to enhance job placement opportunities."

TABLE 1.24 (page 57) Question #11 - Citrus County This table shows items that affect Citrus County respondents' decisions to enroll in CFCC courses. Forty-eight and one tenth percent felt this listing was "important" with 39.5 percent saying the items listed were of "little importance."

TABLE 1.25 (page 58) Question #11 - Levy County This table shows items that affect Levy County respondents' decisions to enroll in CFCC courses. An average of 60.8 percent felt the items listed were "important" with 6.9 percent saying the itmes listed were of "little importance," and 23.5 percent were "undecided."

TABLE 1.26 (page 59) Question #11 - Marion County This table shows items that affect Marion County respondents' decisions to enroll in CFCC courses. An average of 52.6 percent felt the items listed were "important" with 35.0 percent saying the items listed were of "little importance."

TABLE 1.27 (page 60) Question #11 - Ocala This table shows items that affect Ocala respondents' decisions to enroll in CFCC courses. An

TABLE 1.23 MOST FREQUENT "OTHER" RESPONSES TO QUESTION #10

QUESTION #10 "What do you feel is the most important reason that most students attend CFCC?"											
CITRUS			LEVY			MARION			CFCC DISTRICT		
Rank	Response	#	Rank	Response	#	Rank	Response	#	Rank	Response	#
1	To upgrade their education and better oneself	19		No comment of any substance was received		1	To upgrade their education and better oneself	130	1	To upgrade their education and better oneself	149
2	To enhance job placement opportunities	9				2	To enhance job placement opportunities	39	2	To enhance job placement opportunities	48

Note: A complete listing of all responses to this question is given in Appendix IIIC

TABLE 1.24 ITEMS AFFECTING CITRUS COUNTY RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES

QUESTION #11	"How important would each of the following items be to you in deciding whether to take courses at CFCC?"							
Potential Items Affecting Respondents Decisions to Enroll in CFCC Courses	CITRUS COUNTY							
	Important		Of Little Importance		Undecided		No Response	
	#	%	#	%	#	%	#	%
Distance of travel to course	824	72.2	193	17.0	71	6.2	53	4.6
Amount of work required	551	48.3	434	38.0	97	8.5	59	5.2
Employer's encouragement to enroll	381	33.4	611	53.6	88	7.7	61	5.3
Friends are also enrolling	549	48.1	443	38.8	91	8.0	58	5.1
Length of program	603	52.8	375	32.9	104	9.1	59	5.2
Prestige of college	498	43.6	489	42.9	95	8.3	59	5.2
Availability of transportation	549	48.1	460	40.3	73	6.4	59	5.2
Offered during working hours	461	40.4	538	47.1	83	7.3	59	5.2
Offered after working hours	422	37.0	576	50.5	83	7.3	60	5.2
Availability of child care	258	22.6	740	64.9	83	7.3	60	5.2
Cost of tuition and books	697	61.1	302	26.5	82	7.2	60	5.2
Enjoyability of course	943	82.7	63	5.5	75	6.6	60	5.2
TOTALS	6736	49.2	5224	38.2	1025	7.5	707	5.1

Note: Number of Respondents 1141 Total Number of Responses 13692

TABLE 1.25 ITEMS AFFECTING LEVY COUNTY RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES

QUESTION #11	"How important would each of the following items be to you in deciding whether to take courses at CFCC?"							
Potential Items Affecting Respondents Decisions to Enroll in CFCC Courses	LEVY COUNTY							
	Important		Of Little Importance		Undecided		No Response	
	#	%	#	%	#	%	#	%
Distance of travel to course	285	66.0	12	2.7	98	22.7	37	8.6
Amount of work required	268	62.0	24	5.6	102	23.6	38	8.8
Employer's encouragement to enroll	259	60.0	32	7.4	102	23.6	39	9.0
Friends are also enrolling	227	52.6	65	15.0	102	23.6	38	8.8
Length of program	243	56.3	46	10.6	105	24.3	38	8.8
Prestige of college	226	52.3	66	15.3	102	23.6	38	8.8
Availability of transportation	282	65.3	13	3.0	99	22.9	38	8.8
Offered during working hours	265	61.4	23	5.3	106	24.5	38	8.8
Offered after working hours	267	61.8	25	5.8	102	23.6	38	8.8
Availability of child care	258	59.7	35	8.1	101	23.4	38	8.8
Cost of tuition and books	281	65.1	14	3.2	99	22.9	38	8.8
Enjoyability of course	291	67.3	5	1.2	98	22.7	38	8.8
TOTALS	3152	60.8	360	6.9	1216	23.5	456	8.8

Note: Number of Respondents 432 Total Number of Responses 5184

TABLE 1.26 ITEMS AFFECTING MARION COUNTY RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES

QUESTION #11	"How important would each of the following items be to you in deciding whether to take courses at CFCC?"							
Potential Items Affecting Respondents Decisions to Enroll in CFCC Courses	MARION COUNTY							
	Important		Of Little Importance		Undecided		No Response	
	#	%	#	%	#	%	#	%
Distance of travel to course	1706	61.0	802	28.7	164	5.9	124	4.4
Amount of work required	1451	51.9	950	34.0	268	9.6	127	4.5
Employer's encouragement to enroll	1407	50.3	1041	37.2	222	8.0	126	4.5
Friends are also enrolling	1374	49.1	1069	38.2	223	8.0	130	4.7
Length of program	1623	58.0	761	27.2	279	10.0	133	4.8
Prestige of college	1350	48.3	1050	37.5	263	9.4	133	4.8
Availability of transportation	1336	47.8	1160	41.4	167	6.0	133	4.8
Offered during working hours	1166	41.7	1254	44.9	238	8.5	138	4.9
Offered after working hours	1285	46.0	1161	41.5	214	7.6	136	4.9
Availability of child care	807	28.9	1664	59.5	192	6.8	133	4.8
Cost of tuition and books	1827	65.3	648	23.2	188	6.7	133	4.8
Enjoyability of course	2332	83.4	167	6.0	164	5.8	133	4.8
TOTALS	17664	52.6	11727	35.0	2582	7.7	1579	4.7

Note: Number of Respondents 2796 Total Number of Responses 33552

TABLE 1.27 ITEMS AFFECTING CITY OF OCALA RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES

QUESTION #11	"How important would each of the following items be to you in deciding whether to take courses at CFCC?"							
Potential Items Affecting Respondents Decisions to Enroll in CFCC Courses	CITY OF OCALA							
	Important		Of Little Importance		Undecided		No Response	
	#	%	#	%	#	%	#	%
Distance of travel to course	957	55.5	575	33.4	117	6.8	74	4.3
Amount of work required	923	53.5	556	32.3	170	9.9	74	4.3
Employer's encouragement to enroll	862	50.0	654	38.0	133	7.7	74	4.3
Friends are also enrolling	860	49.9	650	37.7	138	8.0	75	4.4
Length of program	1011	58.7	465	27.0	171	9.9	76	4.4
Prestige of college	839	48.7	640	37.2	166	9.6	78	4.5
Availability of transportation	800	46.4	734	42.6	112	6.5	77	4.5
Offered during working hours	737	42.8	756	43.9	143	8.6	81	4.7
Offered after working hours	790	45.9	714	41.4	139	8.1	80	4.6
Availability of child care	510	29.6	1009	58.6	125	7.2	79	4.6
Cost of tuition and books	1115	64.7	404	23.5	126	7.3	78	4.5
Enjoyability of course	1429	82.9	104	6.0	111	6.5	79	4.6
TOTALS	10833	52.4	7261	35.1	1657	8.0	925	4.5

Note: Number of Respondents 1723 Total Number of Responses 20676

average of 52.4 percent felt the items listed were "important" with 35.1 percent saying the items listed were of "little importance."

TABLE 1.28 (page 62) Question #11 - District This table shows the items that affect district respondents' decisions to enroll in CFCC courses. An average of 52.6 percent felt the items listed were "important" with 33.0 percent saying the items listed were of "little importance" and 9.2 percent were undecided.

TABLE 1.29 (page 63) Question #11 - All areas This table lists twelve items by rank-order that affect respondents' decisions to enroll in CFCC courses. The top four items for all areas were 1. enjoyment, 2. distance of travel, 3. cost, 4. length of course. The exception to this was Levy County, in that the availability of transportation was third and length ranked tenth. The least important consideration was the availability of child care.

TABLE 1.30 (page 64) Question #12 - Citrus County This table displays the requests for services which Citrus County respondents would like CFCC to provide in the future. Forty-three and nine tenths percent wanted the services listed, while 40.5 percent did not and 11.2 percent were undecided.

TABLE 1.31 (page 65) Question #12 - Levy County This table displays the requests for services which Levy County respondents would like CFCC to provide in the future. Ten of the 17 services received a 60 percent or better "yes" response. Only 13.4 percent did not want the group

TABLE 1.28 ITEMS AFFECTING DISTRICT RESPONDENTS' DECISION TO ENROLL IN CFCC COURSES

QUESTION #11 "How important would each of the following items be to you in deciding whether to take courses at CFCC?"

Potential Items Affecting Respondents Decisions to Enroll in CFCC Courses	CFCC DISTRICT							
	Important		Of Little Importance		Undecided		No Response	
	#	%	#	%	#	%	#	%
Distance of travel to course	2813	64.4	1008	23.1	334	7.6	214	4.9
Amount of work required	2269	51.9	1408	32.3	468	10.7	224	5.1
Employer's encouragement to enroll	2046	46.8	1685	38.6	412	9.4	226	5.2
Friends are also enrolling	2150	49.2	1577	36.1	416	9.5	226	5.2
Length of program	2469	56.5	1182	27.0	488	11.2	230	5.3
Prestige of college	2074	47.5	1605	36.7	460	10.5	230	5.3
Availability of transportation	2167	49.6	1633	37.3	339	7.8	230	5.3
Offered during working hours	1891	43.3	1816	41.5	427	9.8	235	5.4
Offered after working hours	1973	45.2	1763	40.3	399	9.1	234	5.4
Availability of child care	1323	30.3	2439	55.8	376	8.6	231	5.3
Cost of tuition and books	2805	64.2	964	22.1	369	8.4	231	5.3
Enjoyability of course	3566	81.6	235	5.4	337	7.7	231	5.3
TOTALS	27546	52.6	17315	33.0	4825	9.2	2742	5.2

Note: Number of Respondents 4369 Total Number of Responses 52428

TABLE 1.29 RANK-ORDER SUMMARY OF ITEMS AFFECTING RESPONDENTS' DECISION TO ENROLL

The table presents a high to low ranking of 'important' responses for question #11, "How important would each of the following items be to you in deciding whether to take courses at CFCC?"

RANK	CITRUS ITEM	%	LEVY ITEM	%	MARION ITEM	%	OCALA ITEM	%	CFCC DISTRICT ITEM	%
1	Enjoyment	82.7	Enjoyment	67.3	Enjoyment	83.4	Enjoyment	82.9	Enjoyment	81.6
2	Distance	72.2	Distance	66.0	Cost	65.3	Cost	64.7	Distance	64.4
3	Cost	61.1	Transport	65.3	Distance	61.0	Length	58.7	Cost	64.2
4	Length	52.8	Cost	65.1	Length	58.0	Distance	55.5	Length	56.5
5	Work Reg	48.3	Work Reg	62.0	Work Reg	51.9	Work Reg	53.5	Work Reg	51.9
6	Friends	48.1	Aft Wk Hr	61.8	Employer	50.3	Employer	50.0	Transport	49.6
7	Transport	48.1	Dur Wk Hr	61.4	Friends	49.1	Friends	49.9	Friends	49.2
8	Prestige	43.6	Employer	60.0	Prestige	48.3	Prestige	48.7	Prestige	47.5
9	Dur Wk Hr	40.4	Childcare	59.7	Transport	47.8	Transport	46.4	Employer	46.8
10	Aft Wk Hr	37.0	Length	56.3	Aft Wk Hr	46.0	Aft Wk Hr	45.9	Aft Wk Hr	45.2
11	Employer	33.4	Friends	52.6	Dur Wk Hr	41.7	Dur Wk Hr	42.8	Dur Wk Hr	43.3
12	Childcare	22.6	Prestige	52.3	Childcare	28.9	Childcare	29.6	Childcare	30.3
	TOTAL RESPONDENTS 1141		TOTAL RESPONDENTS 432		TOTAL RESPONDENTS 2796		TOTAL RESPONDENTS 1723		TOTAL RESPONDENTS 4369	

KEY: Aft Wk Hr - Offered after working hours
Childcare - Availability of childcare
Cost - Cost of tuition & books
Distance - Distance of travel
Dur Wk Hr - Offered during working hours
Employer - Employer's encouragement to enroll
Enjoyment - Enjoyability of course
Friends - Friends are also enrolling
Length - Length of program
Prestige - Prestige of college
Transport - Availability of transportation
Work Reg - Amount of work required

TABLE 1.30 RESPONDENTS' REQUEST FOR FUTURE SERVICES
(Citrus County Residents)

QUESTION #12	"If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"							
Potential Future Services Requested By Respondents	CITRUS COUNTY							
	Yes		No		Undecided		No Response	
	#	%	#	%	#	%	#	%
Classes during the daytime	765	67.0	241	21.1	87	7.7	48	4.2
Classes during the evening	418	36.6	569	49.9	109	9.6	45	3.9
Classes on Saturday	220	19.3	713	62.5	162	14.2	46	4.0
Vocational classes	462	40.5	490	43.0	143	12.5	46	4.0
Adult Education classes	748	65.6	226	19.8	121	10.6	46	4.0
College level classes	519	45.5	428	37.5	147	12.9	47	4.1
Courses offered on television	388	34.0	483	42.3	222	19.5	48	4.2
Art/crafts type courses	673	59.0	318	27.9	103	9.0	47	4.1
Classes lasting 2-6 weeks	733	64.2	206	18.1	152	13.3	50	4.4
One or two day seminars	560	49.1	373	32.7	154	13.5	54	4.7
Correspondence course	300	26.3	629	55.1	158	13.9	54	4.7
Courses by newspaper	152	13.3	735	64.4	200	17.6	54	4.7
Off-campus classes	695	60.9	295	25.9	95	8.3	56	4.9
College credit classes for high school seniors	427	37.5	570	49.9	91	8.0	53	4.6
Academic counseling	489	42.9	514	45.0	84	7.4	54	4.7
Job and career counseling	485	42.5	529	46.4	74	6.5	53	4.6
Job placement services	485	42.5	533	46.7	70	6.2	53	4.6
TOTALS	8519	43.9	7852	40.5	2172	11.2	854	4.4

Note: Number of Respondents 1141 Total Number of Responses 19397

TABLE 1.31 RESPONDENTS' REQUEST FOR FUTURE SERVICES
(Levy County Residents)

QUESTION #12 "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred

Potential Future Services Requested By Respondents	LEVY COUNTY							
	Yes		No		Undecided		No Response	
	#	%	#	%	#	%	#	%
Classes during the daytime	255	59.0	44	10.2	100	23.1	33	7.7
Classes during the evening	209	48.4	92	21.3	96	22.2	35	8.1
Classes on Saturday	101	23.4	199	46.1	96	22.2	36	8.3
Vocational classes	296	68.5	3	0.7	97	22.5	36	8.3
Adult Education classes	292	67.6	6	1.4	98	22.7	36	8.3
College level classes	286	66.2	7	1.6	103	23.9	36	8.3
Courses offered on television	77	17.8	184	42.6	133	30.8	38	8.8
Art/crafts type courses	276	63.9	11	2.5	107	24.8	38	8.8
Classes lasting 2-6 weeks	262	60.7	20	4.6	112	25.9	38	8.8
One or two day seminars	221	51.2	52	12.0	120	27.8	39	9.0
Correspondence course	142	32.9	131	30.3	121	28.0	38	8.8
Courses by newspaper	62	14.4	209	48.4	122	28.2	39	9.0
Off-campus classes	279	64.6	8	1.8	107	24.8	38	8.8
College credit classes for high school seniors	275	63.7	7	1.6	112	25.9	38	8.8
Academic counseling	279	64.6	3	0.7	111	25.7	39	9.0
Job and career counseling	284	65.7	2	0.5	108	25.0	38	8.8
Job placement services	285	66.0	3	0.7	106	24.5	38	8.8
TOTALS	3881	52.8	981	13.4	1849	25.2	633	8.6

Note: Number of Respondents 432 Total Number of Responses 7344

of services, but 25.5 percent were undecided about their desire for these services.

TABLE 1.32 (page 67) Question #12 - Marion County This table shows the requests for services which Marion County respondents would like CFCC to provide in the future. Forty-nine and three tenths percent said they would like to see one or more of the 17 services offered; 32.0 percent said "no" and 2.6 percent were undecided.

TABLE 1.33 (page 68) Question #12 - Ocala This table shows requests for services which Ocala respondents would like CFCC to provide in the future. Forty-eight and eight tenths percent responded "yes" to having one or more of the services available; 32.1 percent said "no" and 13.2 percent were undecided.

TABLE 1.34 (page 69) Question #12 - District This table displays the requests for services which district respondents would like CFCC to provide in the future. Forty-eight and two tenths percent said they would like to see one or more of the 17 services offered; 32.4 percent said "no" and 13.5 percent were undecided.

TABLE 1.35 (page 70) Question #12 - All areas This table lists by rank-order the "yes" responses of those respondents desiring the 17 services. Levy County respondents expressed the highest percentages of "yes" responses, 10 out of the 17 services were over 60 percent. The district listed 5 services receiving 60 percent

TABLE 1.32 RESPONDENTS' REQUEST FOR FUTURE SERVICES
(Marion County Residents)

QUESTION #12 "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"

Potential Future Services Requested By Respondents	MARION COUNTY							
	Yes		No		Undecided		No Response	
	#	%	#	%	#	%	#	%
Classes during the daytime	1373	49.1	967	34.6	293	10.5	163	5.8
Classes during the evening	1459	52.2	913	32.6	271	9.7	153	5.5
Classes on Saturday	755	27.0	1460	52.2	414	14.8	167	6.0
Vocational classes	1160	41.5	1086	38.9	381	13.6	169	6.0
Adult Education classes	1777	63.5	575	20.6	273	9.8	171	6.1
College level classes	1359	48.6	910	32.4	358	12.8	169	6.0
Courses offered on television	814	29.1	1241	44.4	565	20.2	176	6.3
Art/crafts type courses	1507	53.9	767	27.4	355	12.7	167	6.0
Classes lasting 2-6 weeks	1787	63.9	421	15.1	422	15.1	166	5.9
One or two day seminars	1383	49.5	744	26.6	487	17.4	182	6.5
Correspondence course	657	23.5	1470	52.6	485	17.4	183	6.5
Courses by newspaper	461	16.5	1635	58.5	517	18.5	183	6.5
Off-campus classes	1657	59.3	666	23.8	301	10.8	171	6.1
College credit classes for high school seniors	1714	61.3	652	23.3	260	9.3	170	6.1
Academic counseling	1811	64.8	592	21.2	225	8.0	168	6.0
Job and career counseling	1869	66.9	554	19.8	208	7.4	165	5.9
Job placement services	1890	67.6	544	19.4	195	7.0	167	6.0
TOTALS	23433	49.3	15197	32.0	6010	12.6	2890	6.1

Note: Number of Respondents 2796 Total Number of Responses 47532

TABLE 1.33 RESPONDENTS' REQUEST FOR FUTURE SERVICES
(Residents of City of Ocala)

QUESTION #12 "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"

Potential Future Services Requested By Respondents	CITY OF OCALA							
	Yes		No		Undecided		No Response	
	#	%	#	%	#	%	#	%
Classes during the daytime	833	48.4	598	34.7	197	11.4	95	5.5
Classes during the evening	935	54.3	521	30.2	175	10.2	92	5.3
Classes on Saturday	429	24.9	936	54.3	259	15.0	99	5.8
Vocational classes	712	41.3	669	38.8	238	13.8	104	6.1
Adult Education classes	1101	63.9	338	19.6	181	10.5	103	6.0
College level classes	864	50.2	533	30.9	224	13.0	102	5.9
Courses offered on television	474	27.5	781	45.3	363	21.1	105	6.1
Art/crafts type courses	950	55.1	449	26.1	224	13.0	100	5.8
Classes lasting 2-6 weeks	1087	63.1	263	15.2	272	15.8	101	5.9
One or two day seminars	841	48.8	466	27.0	306	17.8	110	6.4
Correspondence course	370	21.5	926	53.7	317	18.4	110	6.4
Courses by newspaper	264	15.3	1018	59.1	331	19.2	110	6.4
Off-campus classes	977	56.7	457	26.3	193	11.2	100	5.8
College credit classes for high school seniors	1047	60.8	402	23.3	172	10.0	102	5.9
Academic counseling	1110	64.5	364	21.1	147	8.5	102	5.9
Job and career counseling	1143	66.3	344	20.0	135	7.8	101	5.9
Job placement services	1165	67.6	331	19.2	126	7.3	101	5.9
TOTALS	14302	48.8	9392	32.1	3860	13.2	1737	5.9

Note: Number of Respondents 1323 Total Number of Responses 29291

TABLE 1.34 RESPONDENTS' REQUEST FOR FUTURE SERVICES
(Residents of CFCC District)

QUESTION #12 "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"

Potential Future Services Requested By Respondents	CFCC DISTRICT							
	Yes		No		Undecided		No Response	
	#	%	#	%	#	%	#	%
Classes during the daytime	2393	54.8	1252	28.6	480	11.0	244	5.6
Classes during the evening	2085	47.8	1575	36.0	476	10.9	233	5.3
Classes on Saturday	1076	24.6	2372	54.3	672	15.4	249	5.7
Vocational classes	1919	43.9	1578	36.1	621	14.2	251	5.8
Adult Education classes	2817	64.4	807	18.5	492	11.3	253	5.8
College level classes	2163	49.5	1346	30.8	608	13.9	252	5.8
Courses offered on television	1280	29.3	1907	43.6	920	21.1	262	6.0
Art/crafts type courses	2456	56.2	1096	25.1	565	12.9	252	5.8
Classes lasting 2-6 weeks	2782	63.7	647	14.8	686	15.7	254	5.8
One or two day seminars	2164	49.5	1169	26.8	761	17.4	275	6.3
Correspondence course	1099	25.2	2231	51.0	764	17.5	275	6.3
Courses by newspaper	675	15.5	2579	59.0	839	19.2	276	6.3
Off-campus classes	2630	60.2	970	22.2	503	11.5	266	6.1
College credit classes for high school seniors	2416	55.3	1229	28.1	463	10.6	261	6.0
Academic counseling	2579	59.0	1109	25.4	420	9.6	261	6.0
Job and career counseling	2638	60.4	1085	24.8	390	8.9	256	5.9
Job placement services	2660	60.9	1080	24.7	371	8.5	258	5.9
TOTALS	35832	48.2	24032	32.4	10031	13.5	4378	5.9

Note: Number of Respondents 4369 Total Number of Responses 74273

TABLE 1.35 RANK-ORDER SUMMARY OF FUTURE SERVICES REQUESTED

This table presents a high to low ranking of the percentage of "yes" responses for Question #12, "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"

RANK	CITRUS SERVICE	%	LEVY SERVICE	%	MARION SERVICE	%	OCALA SERVICE	%	CFCC DISTRICT SERVICE	%
1	Day	67.0	Voc	68.5	Job Pl	67.6	Job Pl	67.6	Adult	64.4
2	Adult	65.6	Adult	67.6	Job Coun	66.9	Job Coun	66.3	2-6 wks	63.7
3	2-6 Wks	64.2	Coll lev	66.2	Acad Coun	64.8	Acad Coun	64.5	Job Pl	60.9
4	Off-camp	60.9	Job Pl	66.0	2-6 wks	63.9	Adult	63.9	Job Coun	60.4
5	Arts/crafts	59.0	Job Coun	65.7	Adult	63.5	2-6 wks	63.1	Off-camp	60.2
6	Seminars	49.1	Acad Coun	64.6	H S Sen	61.3	H S Sen	60.8	Acad Coun	59.0
7	Coll lev	45.5	Off-camp	64.6	Off-camp	59.3	Off-camp	56.7	Arts/crafts	56.2
8	Acad Coun	42.9	Arts/crafts	63.9	Arts/crafts	53.9	Arts/crafts	55.1	H S Sen	55.3
9	Job Coun	42.5	H S Sen	63.7	Eve	52.2	Eve	54.3	Day	54.8
10	Job Pl	42.5	2-6 wks	60.7	Day	49.2	Coll lev	50.2	Coll lev	49.5
11	Voc	40.5	Day	59.0	Seminars	49.1	Seminars	48.8	Seminars	49.5
12	H S Sen	37.5	Seminars	51.2	Coll lev	48.6	Day	48.4	Eve	47.8
13	Eve	36.6	Eve	48.4	Voc	41.5	Voc	41.3	Voc	43.9
14	TV	34.0	Corr	32.9	TV	29.1	TV	27.5	TV	29.3
15	Corr	26.3	Sat	23.4	Sat	27.0	Sat	24.9	Corr	25.2
16	Sat	19.3	TV	17.8	Corr	23.5	Corr	21.5	Sat	24.6
17	Newsp	13.3	Newsp	14.4	Newsp	16.5	Newsp	15.3	Newsp	15.5
	TOTAL RESPONDENTS	1141	TOTAL RESPONDENTS	432	TOTAL RESPONDENTS	2796	TOTAL RESPONDENTS	1723	TOTAL RESPONDENTS	4369

KEY:
- Acad Coun - Academic Counseling
- Adult - Adult Education Classes
- Arts/crafts - Arts/crafts-type courses
- Coll lev - College level courses
- Corr - Correspondence courses
- Day - Classes during the day
- Eve - Classes during the evening
- H S Sen - College credit for high school seniors
- Job Pl - Job placement services
- Newsp - Courses by newspaper
- Off-camp - Off-campus classes
- Sat - Classes on Saturday
- Seminars - One or two-day seminars
- 2-6 wks - Classes lasting 2-6 weeks
- Voc - Vocational Classes

or more "yes" responses; they are 1. adult education classes, 2. classes lasting 2-6 weeks, 3. job placement services, 4. job and career counseling, 5. off-campus classes. Respondents in Citrus expressed a 76.0 percent desire for daytime classes; in Levy 68.5 percent want vocational classes; in Marion 64.8 percent and in Ocala 64.5 percent, respectively, want academic counseling.

TABLE 1.36 (page 72) Question #13 - All areas This table is a rank-order summary of the occupational courses/program requests made by the survey respondents. The requests were grouped into 13 categories. In all areas "Business," "Health," and "Community Services" rank as the top three, while the same consistency was evident with the bottom three choices, i.e., "agriculture," "engineering," and "public services."

TABLE 1.37 (page 73) Question #14 - All areas This table summarizes the respondents' over-all rating of CFCC. Seventy-seven and four tenths percent gave CFCC a "good" or better rating, with Marion and Ocala respondents giving ratings of 81.2 percent and 84.4 percent, respectively. Citrus County had only 25.8 percent give an "excellent" rating, while other areas ranged from 37.3 percent to 44.0 percent. Citrus also had 26.3 percent who did not respond to this question.

TABLE 1.38 (page 74) Comments - All areas This table summarizes the 441 comments received. Favorable comments related to the good reputation CFCC has and for the college's interest in undertaking this survey. Most comments requested more services in a variety of areas, while other comments were critical of some activities and programs.

TABLE 1.36 RANK-ORDER SUMMARY OF OCCUPATIONAL COURSE/PROGRAM REQUESTS
(By General Category)

QUESTION #13 "Please indicate any area in which you might be interested in receiving some occupational training."

RANK	CITRUS COURSE AREA	%	LEVY COURSE AREA	%	MARION COURSE AREA	%	OCALA COURSE AREA	%	CFCC DISTRICT COURSE AREA	%
1	Business N = 39	24.0	Business N = 79	22.1	Business N = 356	27.7	Business N = 221	28.3	Business N = 534	26.0
2	Health N = 72	17.6	Health N = 64	17.8	Community Services N = 208	16.2	Community Services N = 124	15.8	Health N = 337	16.4
3	Community Services N = 67	16.4	Community Services N = 50	13.9	Health N = 201	15.6	Health N = 122	15.6	Community Services N = 325	15.8
4	Trade/Industry N = 36	11.2	Social Science N = 33	9.2	Trade/Industry N = 105	8.2	Trade/Industry N = 61	7.9	Trade/Industry N = 170	8.3
5	Communications N = 34	8.3	Trade/Industry N = 29	8.1	Humanities N = 81	6.3	Humanities N = 54	6.9	Humanities N = 121	5.9
6	Humanities N = 23	5.6	General Education N = 21	5.9	General Education N = 71	5.5	General Education N = 49	6.2	Social Science N = 107	5.2
7	Social Science N = 17	4.1	Science/Math N = 19	5.3	Bldg Construction N = 57	4.4	Social Science N = 40	5.1	General Education N = 107	5.2
8	General Education N = 15	3.6	Humanities N = 17	4.7	Social Science N = 57	4.4	Bldg Construction N = 36	4.6	Communications N = 91	4.4
9	Science/Math N = 14	3.4	Communications N = 14	3.9	Science/Math N = 48	3.7	Science/Math N = 25	3.2	Science/Math N = 81	3.9
10	Bldg Construction N = 12	2.9	Bldg Construction N = 11	3.1	Communications N = 43	3.3	Communications N = 20	2.6	Bldg Construction N = 80	3
11	Agriculture N = 9	2.2	Agriculture N = 11	3.1	Agriculture N = 27	2.1	Agriculture N = 12	1.5	Agriculture N = 47	2.3
12	Engineering N = 8	1.9	Engineering N = 9	2.5	Engineering N = 19	1.5	Engineering N = 9	1.2	Engineering N = 36	1.8
13	Public Services N = 3	0.7	Public Services N = 1	0.2	Public Services N = 12	0.9	Public Services N = 5	0.6	Public Services N = 16	0.8
	TOTAL NUMBER OF RESPONSES 409		TOTAL NUMBER OF RESPONSES 358		TOTAL NUMBER OF RESPONSES 1285		TOTAL NUMBER OF RESPONSES 778		TOTAL NUMBER OF RESPONSES 2052	

Note: 147 different requests were received and summarized into the 13 curriculum categories listed above. Courses listed under Community Services were those which would most frequently be offered in that area. Possibly courses listed under any of the other 12 areas could also be offered by Community Services.

* A complete listing is given in Appendix IIIA and a listing by City in Appendix IIIB.

TABLE 1.37 RESPONDENTS' OVER-ALL RATING OF CFCC

QUESTION #14 "In general, your over-all rating for CFCC would be . . . "										
Category of Responses	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Excellent	294	25.8	190	44.0	1043	37.3	693	40.2	1527	34.9
Good	484	42.4	147	34.0	1227	43.9	762	44.2	1858	42.5
Average	56	4.9	4	0.9	125	4.5	68	3.9	185	4.2
Fair	6	0.5	2	0.5	24	0.9	15	0.9	32	0.7
Poor	1	0.1	1	0.2	9	0.3	2	0.1	11	0.3
No response	300	26.3	88	20.4	368	13.2	183	10.6	783	17.3
TOTALS	1141	100%	432	100%	2796	100%	1723	100%	4369	100%

TABLE 1.38

SUMMARY OF RESPONDENTS' COMMENTS

FINAL QUESTION: "Are there any comments you would like to make about this survey or any of the questions asked?"

The general categories below prepresent administrative divisions and departments at CFCC under which each comment was appropriately placed.

GENERAL CATEGORY	# OF RESPONSES	SUMMARY OF COMMENTS
Admissions	10	The college should make more effort to work with high schools in informing and preparing students for college.
Advanced and Professional	17	Generally, the comments were favorable, usually requesting additional courses.
Counseling	13	Some negative feedback, however, most comments were favorable and encouraged more emphasis on counseling services on the college campus and in the high schools.
Community Services	42	Many comments listed a variety of courses. There was some concern for offering day-time adult education classes, courses for middle-aged women who have been out of the work force, and off-campus classes in Beverly Hills, Crystal River, and Ocala.
General Administration		
a. Instructional	30	Most of the comments were positive and stated a need for additional services and programs in the instructional area.
b. Student Services	40	The comments were generally favorable. Much concern was expressed for bus service, making people in Citrus County aware of it and providing it in Marion. A wide variety of other services was requested, e.g. football, radio station, more day-time cultural activities, and more information about activities and services.

TABLE 1.38 (continued)

GENERAL CATEGORY	# OF RESPONSES	SUMMARY OF COMMENTS
Administrative Services	5	A small number of comments, with the majority critcizing the cost of books.
Occupational Instruction	32	Most comments requested additional services. The cosmetology program received much criticism and the nursing program received several suggestions for improvement.
Public Information	16	All comments centered around one theme: the college should publicize all its offerings and activities.
Miscellaneous	85	The college received much praise for the services and activities provided in the past. Some comments reflected a desire in Citrus and Levy to offer extension courses and to open up its Bronson "campus". There was some minor criticism of some activities. There were also some suggestions for improvement.
General Survey Comments	151	The largest group commended the college for undertaking this survey, although there were others who considered the college foolish for wanting an old person's opinion.
TOTAL COMMENTS	441	OR 10% of all respondents in the survey.

NOTE: A complete listing of respondents' comments is contained in Appendix V.

PART II

DEMOGRAPHIC

AND

RELATED DATA

FIGURE 2.1 (page 78) Question #15 - All areas This figure shows the length of residence of respondents in each of the areas. Thirty-six and nine tenths percent of the Citrus County respondents had lived in this area four years or less; whereas no more than 23.3 percent of respondents in the other areas fell into the first two categories. Fifty-six and three tenths percent to 49.1 percent of the respondents in Levy and Marion counties, respectively, have lived in this area for over 10 years, while in Ocala and Citrus only 33.8 percent and 26.4 percent, respectively, had lived in the area for over 10 years.

TABLE 2.1 (page 79) Question #16 - All areas This table outlines the various types of occupational categories listed by respondents. Retirees numbered 32.4 percent; 24.0 percent were "housewives" and 7.8 percent were in "professional and technical" occupations. The highest percentage of "retired" was in Citrus County, 44.3 percent. In Levy County 33.6 percent was the largest category and they were listed as "housewives." "Retired" continued to be the largest in Marion and Ocala with 29.0 percent and 26.0 percent, respectively. In each of the other occupational categories Marion and Ocala consistently had higher percentages than did Citrus or Levy.

FIGURE 2.2 (page 80) Question #17 - All areas This figure displays the level of education attained by the respondents in each area. The largest single category was "high school graduate" for all areas except Citrus which had "9-12th grade" as the largest category.

FIGURE 2.1 SUMMARY OF RESPONDENTS' LENGTH OF RESIDENCE IN THIS AREA

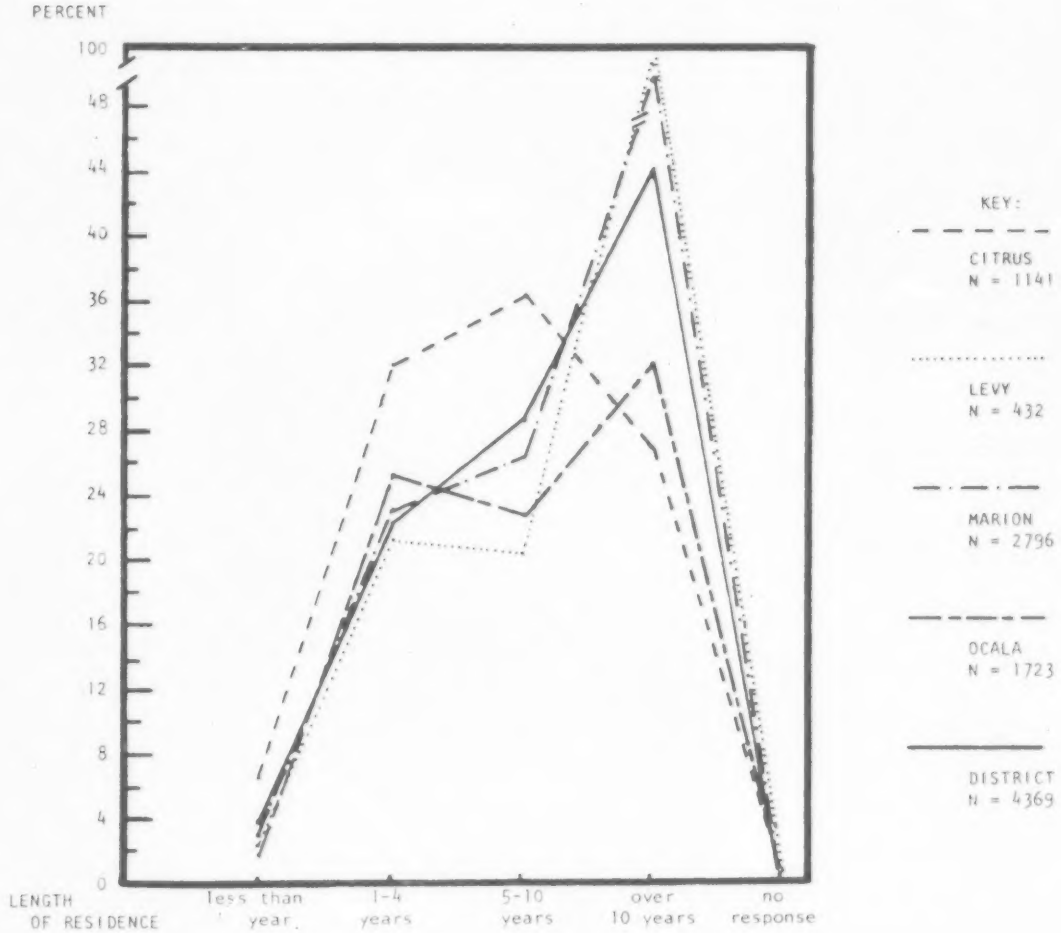


TABLE 2.1 OCCUPATIONAL SUMMARY OF RESPONDENTS' WORK

Category of Responses	CITRUS		LEVY		MARION		OCALA		CFCC DISTRICT	
	#	%	#	%	#	%	#	%	#	%
Professional & technical	77	6.7	32	7.4	230	8.2	164	9.5	339	7.8
Manager/administrator (except farm)	40	3.5	21	4.9	175	6.3	122	7.1	236	5.4
Salesworker	22	1.9	16	3.7	68	2.4	49	2.8	106	2.4
Clerical worker	53	4.6	18	4.2	179	6.4	113	6.6	250	5.7
Craftsman/kindred worker	31	2.7	12	2.8	101	3.6	64	3.7	144	3.3
Operative	3	0.3	2	0.5	31	1.1	20	1.2	36	0.8
Non-farm worker	23	2.0	14	3.2	103	3.7	62	3.6	140	3.2
Service worker	41	3.6	15	3.5	138	4.9	93	5.4	194	4.4
Farm worker	0	0.0	8	1.9	17	0.6	7	0.4	25	0.6
Housewife	284	24.9	145	33.6	620	22.2	393	22.8	1049	24.0
Student	19	1.7	28	6.5	160	5.7	35	5.5	207	4.7
Unemployed	28	2.5	13	3.0	116	4.1	59	3.4	157	3.6
Retired	505	44.3	98	22.7	811	29.0	448	26.0	1414	32.4
Other (disabled)	10	0.9	8	1.9	37	1.3	27	1.6	55	1.3
No response	5	0.4	2	0.5	10	0.4	7	0.4	17	0.4
TOTALS	1141	100%	432	100%	2796	100%	1723	100%	4369	100%

Note: Appendix IV contains a listing of types of jobs under several of the occupational categories listed above.

FIGURE 2.2 SUMMARY OF RESPONDENTS' HIGHEST LEVEL OF EDUCATION

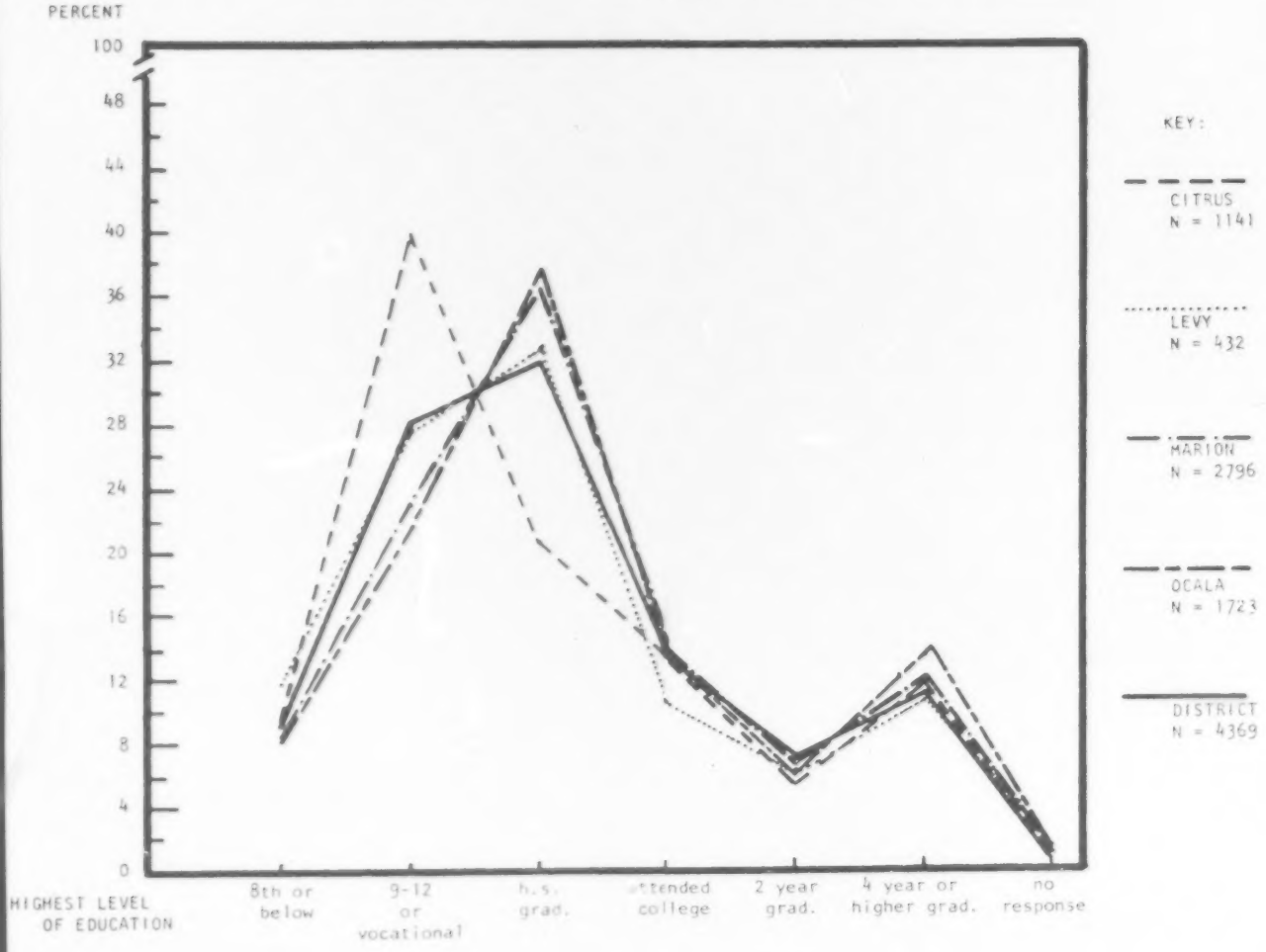


FIGURE 2.3 (page 82) Question #18 - All areas This figure shows the age of the respondents. The largest category for the district was 40.4 percent in the "45-64" age bracket with Citrus having the highest figure, 42.2 percent. In the "65+" category Citrus was 32.5 percent, more than double any other area. The "20-24" age category for each area was the lowest, ranging from 2.5 percent to 6.5 percent.

FIGURE 2.4 (page 83) Question #19 - All areas This figure displays the race of respondents in each area. The largest percentage of "white" was 95.0 percent in Citrus; the largest "Black" category was Ocala with 13.9 percent, and "other minority" was 1.5 percent in Citrus.

FIGURE 2.5 (page 84) Question #20 - All areas This figure displays the family income of the respondents in each area. Twenty-three and three tenths percent of the district respondents had family incomes of "$10,000 to 15,000." In Citrus, the highest category was "below $5,000" with 23.7 percent, while Levy County only had 3.5 percent in the same category. The general spread of percentages in Marion and Ocala was more like a bell-shaped curve than was evident in either Citrus or Levy.

FIGURE 2.6 (page 85) Question #21 - All areas This figure displays the respondents' sex for each area. Sixty-nine and three tenths percent of the district was "female;" whereas only 30.6 percent was "male." The percentage was generally consistent in the other areas with a range of "females" from 68.1 percent to 72.5 percent and a range of "males" from 27.3 percent to 31.8 percent.

FIGURE 2.3 SUMMARY OF RESPONDENTS' AGES

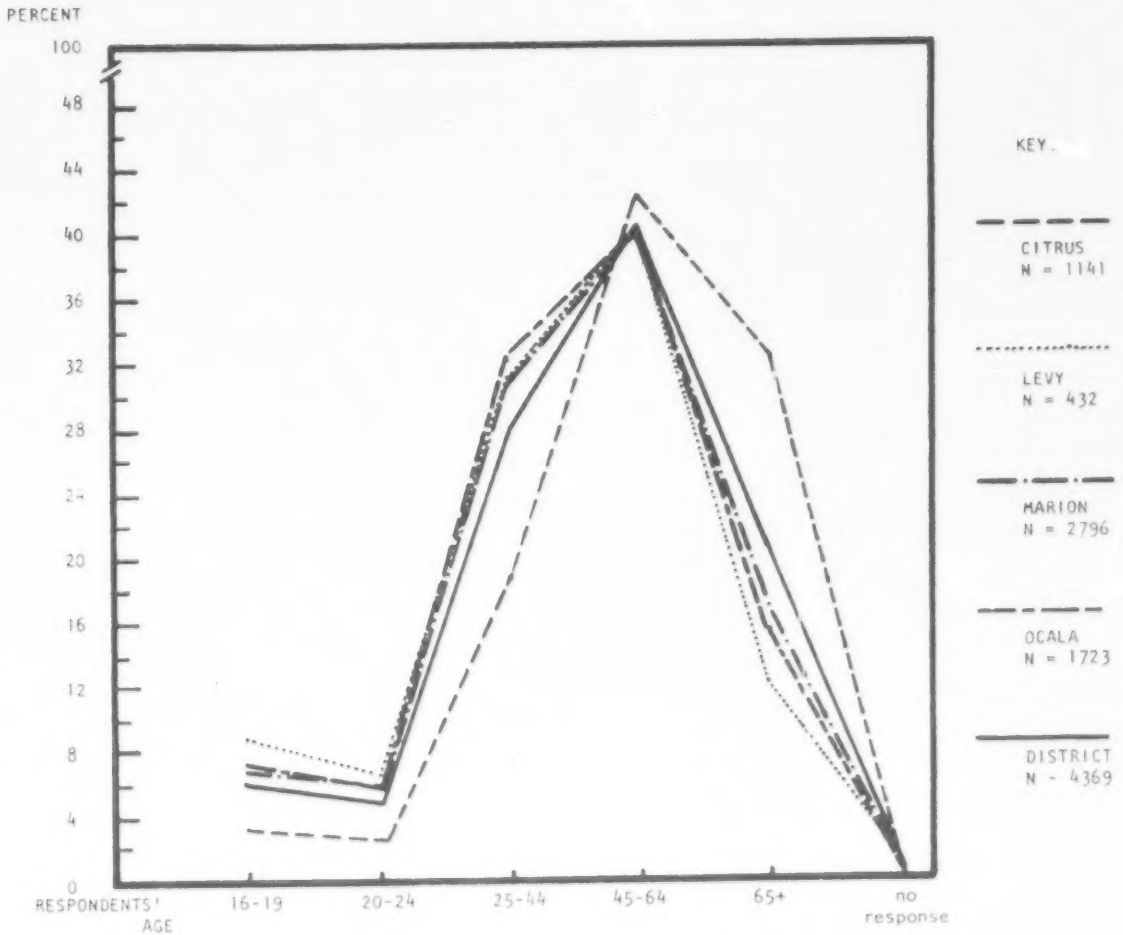


FIGURE 2.4 SUMMARY OF RESPONDENTS' RACE

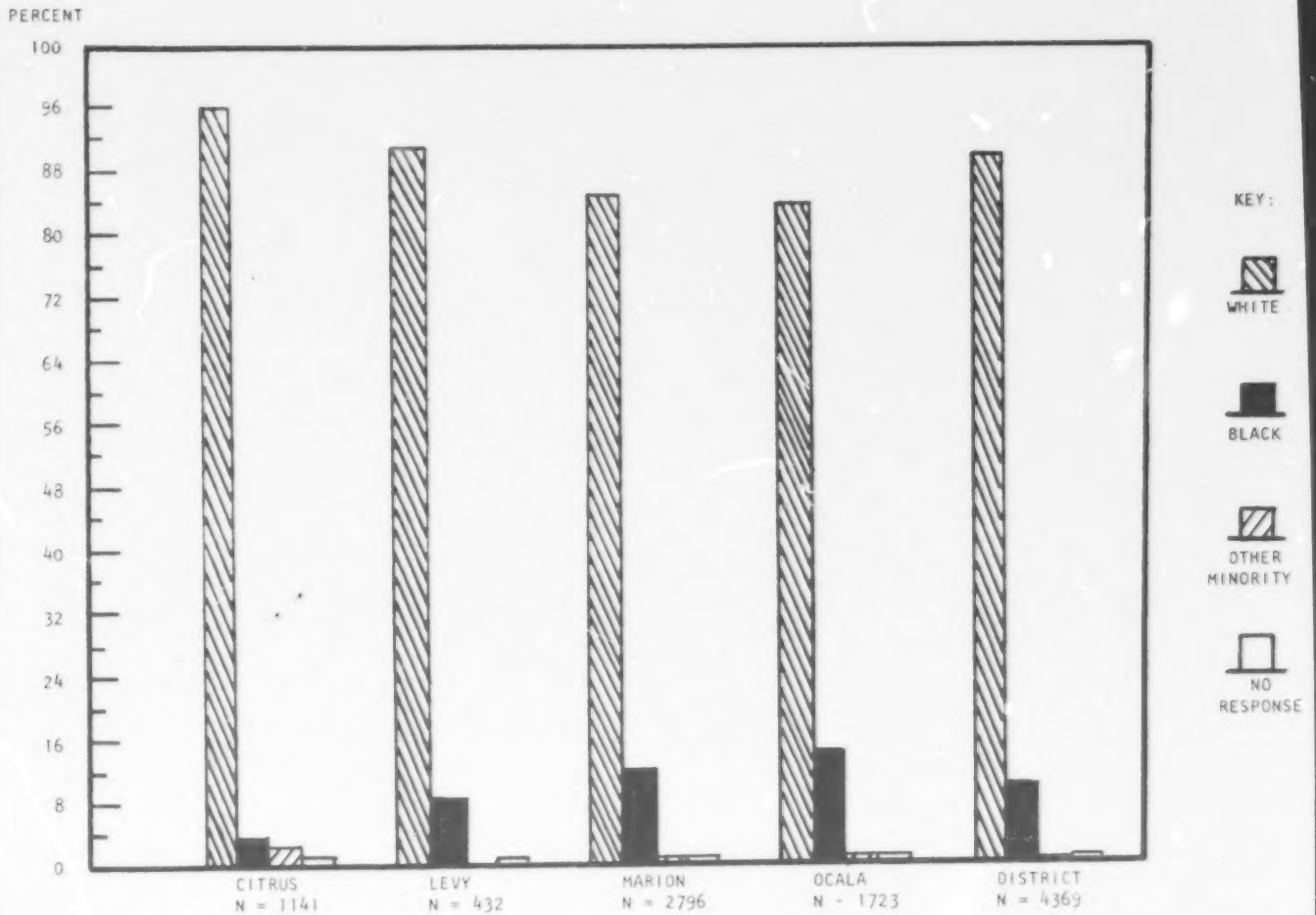


FIGURE 2.5 SUMMARY OF RESPONDENTS' FAMILY INCOME

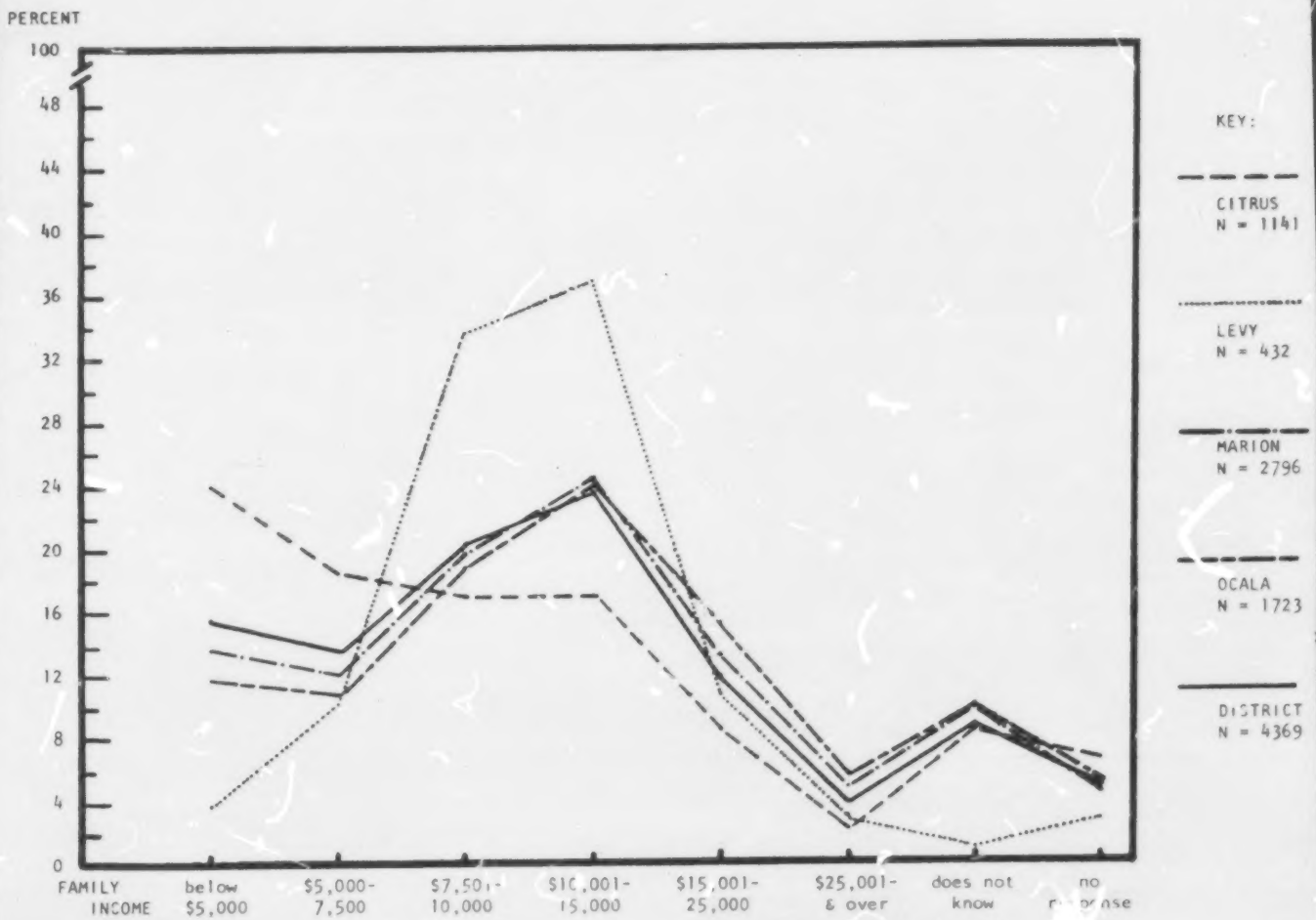


FIGURE 2.6 SUMMARY OF RESPONDENTS' SEX

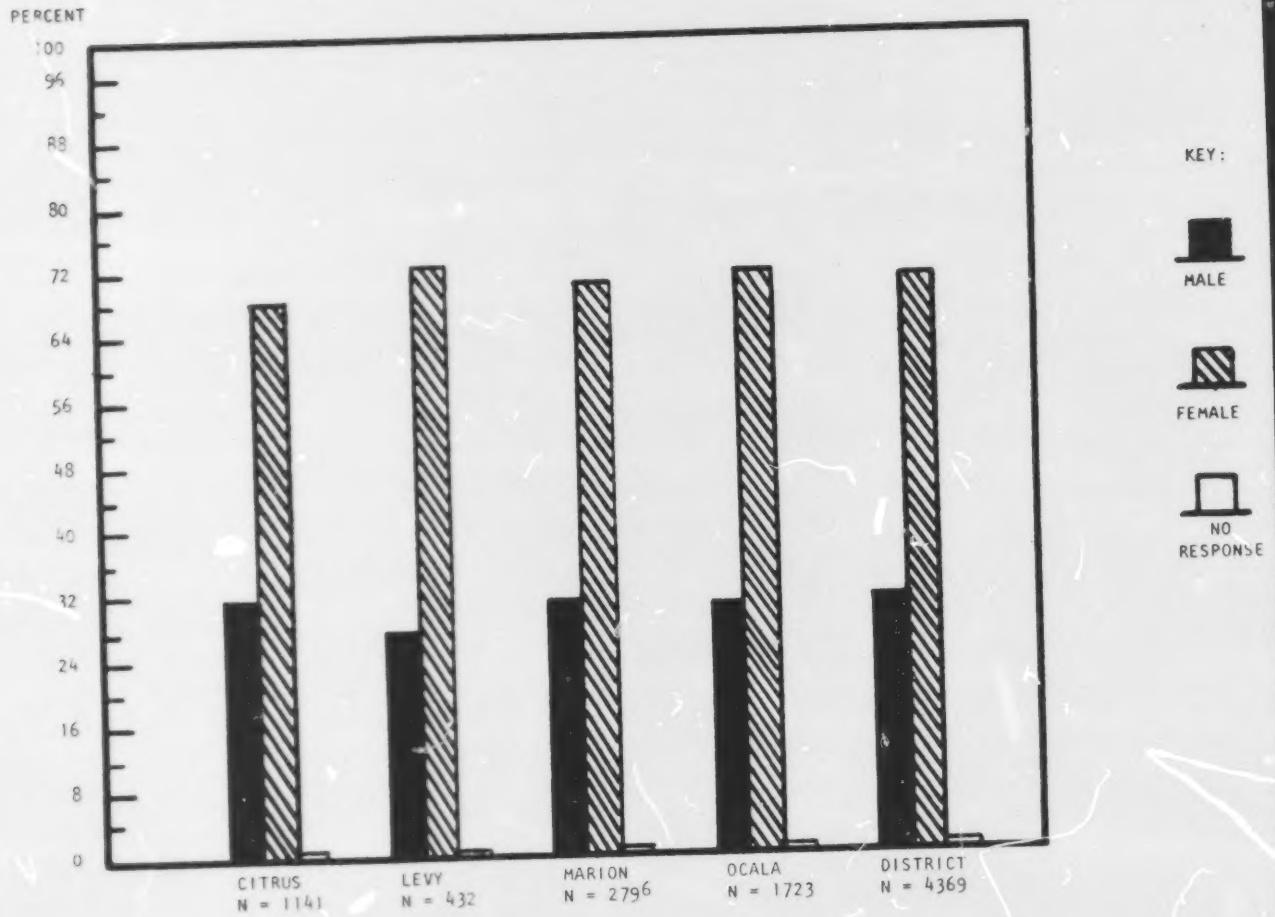


TABLE 2.2 (page 87) This table compares the demographic data related to the characteristics sex and race of the respondents in each county with the current census figures in each county. Females in the survey exceeded females in the census by 17 percentage points. Minorities in the survey were 2.7 percentage points less than minorities in the census.

TABLE 2.3 (page 88) This table compares the ages of the survey respondents and current census figures in the respective counties. Also, the estimated total 15 and over population is compared with the survey population aged 16 and over. With regard to age, in the "15-25" category census estimates are 6.9 percentage points less. In the "45-64" category the census estimates are 9.1 percentage points less, and in the "65+" category the census estimates are 3.7 percentage points more than in the survey. A total in excess of 3.8 percent of the estimated population participated in the survey.

TABLE 2.4 (page 89) This table lists by rank order the number of survey respondents from each city. The top ten cities in the district are also listed. Ocala had the largest number of respondents, 39.4 percent of the entire district.

FIGURE 2.7 (page 90) This figure is a map of CFCC's three county service district. Information on each county's total population, land area and density has been included.

TABLE 2.2 DEMOGRAPHIC DATA: SURVEY COMPARED TO CENSUS (SEX & RACE)

(All figures represent persons 15 years of age or older)*

		SEX				RACE			
		F		M		WHITE		NON-WHITE	
COUNTY		#	%	#	%	#	%	#	%
CITRUS	CENSUS	15,137	51.6	14,214	48.4	28,131	95.8	1,220	4.2
	SURVEY	777	68.1	363	31.8	1,084	97.4	29	2.6
LEVY	CENSUS	6,030	52.0	5,566	48.0	9,664	83.3	1,932	16.7
	SURVEY	313	72.5	118	27.3	392	91.2	38	8.8
MARION	CENSUS	39,173	52.8	34,973	47.2	62,727	84.6	11,419	15.4
	SURVEY	1,940	69.4	855	30.6	2,423	87.2	354	12.8
CFCC DISTRICT	CENSUS	60,340	52.4	54,753	47.6	100,522	87.3	14,571	12.7
	SURVEY	3,030	69.3	1,336	30.6	3,899	90.0	421	10.0

Note #1: CENSUS - Refers to July 1, 1976 estimated figures obtained from the 1977 Florida Statistical Abstract, Bureau of Economics & Business Research, University of Florida.

SURVEY - Refers to population characteristics of those respondents in survey.

Note #2: The "No Response" category has been eliminated from the survey totals as an aid in making comparisons with census totals.

*15-24 Census age range differs from the 16-24 range used in the survey.

TABLE 2.3 DEMOGRAPHIC DATA: SURVEY COMPARED TO CENSUS

(All figures represent persons 15 years of age or older)*

COUNTY		AGE 15-24 #	15-24 %	25-44 #	25-44 %	45-64 #	45-64 %	65+ #	65+ %	POPULATION #	SURVEY AS % OF CENSUS %
CITRUS	CENSUS	3,603	12.2	5,217	17.9	10,180	34.7	10,351	35.3	29,351	-
	SURVEY	68*	6.0	214	18.9	481	42.4	371	32.7	1,141	3.9
LEVY	CENSUS	2,348	20.3	3,343	28.8	3,571	30.8	2,334	20.1	11,596	-
	SURVEY	66*	15.5	134	31.4	175	41.0	52	12.2	432	3.7
MARION	CENSUS	14,916	20.1	21,541	29.1	22,481	30.3	15,208	20.5	74,146	-
	SURVEY	353*	12.7	853	30.6	1,111	39.9	467	16.8	2,796	3.8
CFCC DISTRICT	CENSUS	20,867	18.1	30,101	26.2	36,232	31.5	27,893	24.2	115,093	-
	SURVEY	487*	11.2	1,202	27.7	1,767	40.6	890	20.5	4,369	3.8

Note #1: CENSUS - Refers to July 1, 1976 estimated figures obtained from the 1977 Florida Statistical Abstract, Bureau of Economics & Business Research, University of Florida.

SURVEY - Refers to population characteristics of those respondents in survey.

Note #2: The "No Response" category has been eliminated from the survey totals as an aid in making comparisons with census totals.

*15-24 Census age range differs from the 16-24 range used in the survey.

TABLE 2.4

RANK ORDER OF NUMBER OF RESPONDENTS BY CITY

CITRUS COUNTY

	CITY	RESPONDENTS #	RESPONDENTS %
1.	Inverness	383	33.6
2.	Crystal River	191	16.7
3.	Beverly Hills	169	14.8
4.	Homossassa	131	11.5
5.	Hernando	87	7.6
6.	Floral City	86	7.5
7.	Citrus Springs	48	4.2
8.	Lecanto	41	3.6
9.	Chassawitzka	4	.4
10.	Holder	1	.1

LEVY COUNTY

	CITY	RESPONDENTS #	RESPONDENTS %
1.	Williston	143	33.1
2.	Chiefland	114	26.4
3.	Bronson	63	14.6
4.	Inglis	44	10.2
5.	Cedar Key	28	6.5
6.	Yankeetown	22	5.1
7.	Morriston	12	2.8
8.	Otter Creek	3	.7
9.	Gulf Hammock	2	.5
10.	Raleigh	1	.2

MARION COUNTY

	CITY	RESPONDENTS #	RESPONDENTS %
1.	Ocala	1723	61.6
2.	Dunnellon	219	7.8
3.	Belleview	141	5.0
4.	Summerfield	75	2.7
5.	Silver Springs Shores	75	2.7
6.	Silver Springs	74	2.6
7.	Oklawaha	62	2.2
8.	Citra	62	2.2
9.	Ft. McCoy	41	1.5
10.	Reddick	38	1.4
11.	Weirsdale	36	1.3
12.	McIntosh	31	1.1
13.	Anthony	29	1.0
14.	Orange Springs	18	-
15.	Orange Lake	18	-
16.	Sparr	18	-
17.	Salt Springs	14	-
18.	Lynne	14	-
19.	Rainbow Lakes Estates	11	-
20.	Pedro	11	-
21.	Fairfield	11	-
22.	Lowell	11	-
23.	Fellowship	8	-
24.	Little Lake Weir	6	-
25.	Moss Bluff	6	-
26.	Candler	5	-

MARION COUNTY (cont.)

	CITY	RESPONDENTS #	RESPONDENTS %
27.	Oak	4	-
28.	Half Moon	4	-
29.	Martin	4	-
30.	Evinston	3	-
31.	Kendrick	3	-
32.	Shady	3	-
33.	Santos	3	-
34.	Burbank	3	-
35.	Flemington	3	-
36.	Eureka	2	-
37.	Zuber	2	-
38.	Blitchton	2	-
39.	Romeo	2	-
40.	Sunset Harbor	1	-

DISTRICT

	CITY	RESPONDENTS #	RESPONDENTS %
1.	Ocala	1723	39.4
2.	Inverness	383	8.8
3.	Dunnellon	219	5.0
4.	Crystal River	191	4.4
5.	Beverly Hills	169	3.9
6.	Williston	143	3.3
7.	Belleview	141	3.2
8.	Homossassa	131	3.0
9.	Chiefland	114	2.6
10.	Hernando	87	2.0
11.	All others	1068	24.4

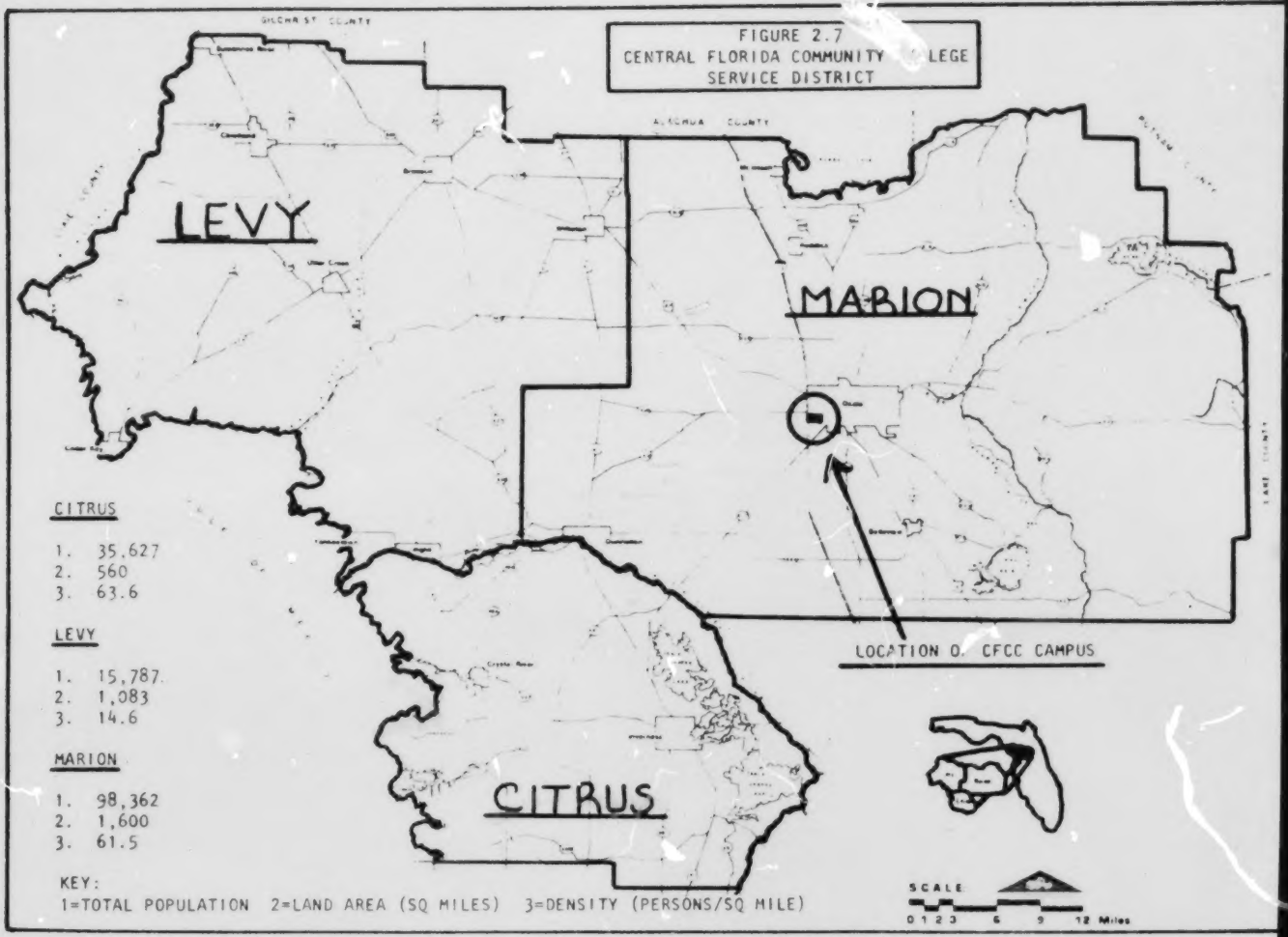


FIGURE 2.7
CENTRAL FLORIDA COMMUNITY COLLEGE
SERVICE DISTRICT
LEVY
MARION
CITRUS
LOCATION OF CFCC CAMPUS
CITRUS
1. 35,627
2. 560
3. 63.6
LEVY
1. 15,787
2. 1,083
3. 14.6
MARION
1. 98,362
2. 1,600
3. 61.5
KEY:
1=TOTAL POPULATION 2=LAND AREA (SQ MILES) 3=DENSITY (PERSONS/SQ MILE)
SCALE
0 1 2 3 6 9 12 Miles

CHAPTER V

IMPLICATIONS AND SIGNIFICANCE

INTRODUCTION

The general purpose for conducting a community assessment survey was to enable the college to obtain direct feedback from the public relative to the knowledge, perceptions, and opinions the community has about CFCC. Seven specific research questions were identified and with the help of a preliminary plan, a pilot-test, a review of other community surveys, and a survey advisory committee, each question was carefully developed prior to inclusion on the final survey instrument. This section provides for a discussion of the demographic characteristics of the respondents followed by a discussion of the data received as related to each of the seven objectives of this study, and the subsequent implications to the college and its community. At the conclusion of this chapter, a section is included on "Plans for Change" which outlines the recommendations resulting from this study and the strategies suggested for implementation and change.

DISCUSSION OF DEMOGRAPHIC DATA

The typical respondent in Citrus County was a white female who represented a household whose family income was under $10,000 and who had lived in the county for 5-10 years. She was usually over 45, had not graduated from high school and was very likely to now be retired. If employed, the

respondent's occupation was usually listed as "professional/technical" or "clerical work."

In Levy County the typical respondent was a white female, under 45, who had lived in the area for more than ten years. She was usually a high school graduate, a housewife, having a family income under $15,000. If employed, the respondent's occupation was usually listed as "professional/technical" or "manager/administrator."

Respondents from Marion County were generally white females under 45, who had lived in the county over ten years. The respondents had usually graduated from high school, listed their family income under $15,000 and, if employed, were either "professional/technical," "manager/administrator," or "clerical work" occupations. Most were not employed and were identified as retirees or housewives.

Ocala respondents parallel Marion respondents with the exception of length of residence. Ocala respondents had generally lived in this area 5-10 years; whereas the majority of Marion County respondents had resided in the county over ten years.

Careful examination of these various demographic characteristics reveals the differences of Citrus County respondents from the other two counties in the district. Obvious similarities exist between Marion and Levy and between Marion and Ocala.

Specific comparisons were made between the survey respondents and actual census estimates. In conducting a random sample, while many of the demographic characteristics will parallel the actual population, there is a possibility that some will not. In this study, percentages of race and age patterns generally parallel the census data, while the balance of

males versus females does not. Much evidence in other community survey research suggests that, regardless of the type of survey method, i.e., mail, telephone, or personal interview, a consistently higher percentage of females appears in random samplings than do males. Community studies conducted by Murdoff, Hazard, Sechler, Redener and Merrill, and Seegmiller all report differences averaging 37 percentage points between the percentage of males and females; thus, the finding of this study is consistent with the findings of previous research.

In the next section of this chapter, the seven objectives of this study are related to the results. Thus, the demographic data provide a basis for understanding the implications and significance of the results of this study.

SURVEY OBJECTIVES RELATED TO RESULTS

OBJECTIVE 1 - TO LEARN WHAT INFORMATION THE COMMUNITY ALREADY KNOWS ABOUT THE COLLEGE

Citrus and Levy respondents were less able to provide the specific location of CFCC than were people in Marion and Ocala (Question 1). Approximately 10 percent of the people in Levy County gave an incorrect location, although the vast majority of persons throughout the district at least did know the general location of the college. In this instance, the closer the respondent lived to the college the more likely he was to know its specific location.

The majority of respondents in all areas knew that CFCC offered college credit classes, vocational classes, and adult education courses

(Question 2). Approximately half of the Citrus County and almost three-fourths of the Levy County respondents were uncertain as to whether the college offered each of the 13 services listed. The data showed very clearly that the closer people live to the CFCC campus the more likely they were to know about college offerings.

It seems reasonable to conclude that the majority of the respondents knew the very basic types of courses offered but, slightly under half of the people were not certain about other services which the college offers. Distance from the campus has a direct bearing on how much information people were likely to have about all college services.

OBJECTIVE 2 - TO LEARN HOW PEOPLE LEARN ABOUT THE COLLEGE, ITS OFFERINGS, AND ITS PROGRAMS

Most respondents received information about the college (Question 3) from other people, high school students, former and current CFCC students, and friends. In Marion and Ocala, the newspaper was actually the number one source. In all areas few people received information about the college from the radio. People felt that, by far, the best method for the college to use in providing information (Question 4) was to publicize more articles in the newspapers. The second best method was to do more publicizing on radio and television. Periodic newsletters, bank statements, and making college representatives available were other suggestions given. In summary, individuals and groups in the community were identified as the major source of information about the college and the public received information about the college from a variety of other sources.

OBJECTIVE 3 - TO LEARN WHAT TYPES OF CONTACT THE COMMUNITY HAS HAD WITH THE COLLEGE IN THE PAST

Over two-thirds of the respondents have never attended any event at

CFCC (Question 5) and in Citrus this percentage increased to 85 percent. The closer respondents live to the campus the more likely they were to attend events.

In reference to the 14 specific activities listed (Question 6), people in the past have made the most use of plays and musical activities; their contact has been almost non-existent insofar as the counseling department, vocational classes, and the handball/racquetball courts are concerned. The percentage of people from Ocala and Marion County utilizing one or more of the activities listed was three times the percentage from Citrus and Levy counties.

Most respondents have not attended any college event or made use of any of its programs or facilities; if they have participated in any activity it tended to be cultural. The relationship between proximity to the campus and attendance and use of facilities was pronounced as people from Marion and Ocala were much more likely to participate in CFCC activities.

OBJECTIVE 4 - TO LEARN WHAT IMPACT THE COLLEGE HAS HAD ON THE COMMUNITY

The instances in which Marion and Ocala respondents would choose CFCC as their first choice (Questions 7) were approximately 20 percentage points higher than the numbers for Citrus and Levy counties.

Most of the opinions respondents had heard about the college (Question 8) were positive. In Levy County the positive percentage was slightly over half; however, another one-fifth did not respond to this question. In Citrus, two-thirds of the respondents had heard positive opinions, while four-fifths of the people in Marion and Ocala had heard positive opinions.

The impact the college has had has been considerable, in that over three-fourths of the respondents would make CFCC their "first choice"

institution and that community opinion is positive. Differences should be noted as to how the college impact and influence becomes less effective as people reside further away from the campus.

OBJECTIVE 5 - TO LEARN HOW SUCCESSFUL THE COMMUNITY THINKS THE COLLEGE HAS BEEN IN MEETING COMMUNITY NEEDS

A high number of respondents felt CFCC was generally meeting the needs of the people in the area (Question 9); however, in Levy and Citrus counties noticeably lower percentages of respondents felt the college was "definitely" meeting the needs. Over one-fifth of the people did not answer this question in either county.

Close to home, followed by low cost, were the principal reasons most respondents throughout the district felt people attended CFCC (Question 10). Most people in CFCC's district thought the college has been doing a better than average job of providing low cost, close-to-home educational opportunity for its citizens, i.e., meeting community needs.

OBJECTIVE 6 - TO LEARN WHAT THE MAJOR OBSTACLES ARE WHICH HAVE PREVENTED THE COMMUNITY FROM TAKING ADVANTAGE OF THE COLLEGE'S SERVICES IN THE PAST

The enjoyability of the course is the number one factor which affects respondents' decisions to enroll at CFCC (Question 11), followed by distance of travel, cost, and length of course. In Levy County, the availability of transportation was also listed as a very important item. The survey question was not specifically phrased in such a way as to definitely determine if the items mentioned have been obstacles to people's enrolling in the past. It is reasonable to conclude that since these items do affect people's decisions to enroll that they may have been a factor in deterring or at least hindering individuals from enrolling in the past.

OBJECTIVE 7 - TO LEARN WHAT SERVICES THE COLLEGE SHOULD EMPHASIZE AND PROVIDE IN THE FUTURE

Most respondents throughout the district showed a definite preference for adult education classes, classes lasting 2-6 weeks, and off-campus classes. Counseling services and job placement services were also highly desirable future services (Question 12). Levy County respondents indicated the greatest demand for the 17 services listed.

Business, health, and community services courses were in demand by over half of all respondents in each geographical area. Generally, people want off-campus classes offered in practical subjects and they want services which help them meet personal and career objectives.

In summary, it is accurate to say that while the 4,369 respondents may not represent an exact demographic breakdown of the total population, they do represent a large cross-section of various segments of the population. From the survey sample, people in the college's service district were aware of the basic course offerings but not of the many other services offered; consequently, the public has not made widespread use of these services. People felt the college should do more publicizing through local newspapers. Enjoyment, distance of travel, cost, length of program and available transportation may have deterred them from enrolling in the past, and in the future adult education courses, 2-6 weeks classes, job and career counseling, job placement and off-campus classes should be provided. In general, the college appears to have a good image in the community and is generally well-regarded in all areas of the district.

Having related the results to each objective, what implications and significance does this information have for CFCC? The data resulting from each question continuously point to the disparities between Citrus

and Levy counties and Marion County and Ocala. CFCC is a single-campus institution and, as the study clearly suggests, provides the best service to the people of Ocala. As the geographic distance between the individual and the college increases, the interest, knowledge, and enthusiasm of the individual decreases. Previous surveys readily support the detrimental effects of distance. Nelson, summarizing the results of the Polk Community College study said, "The further people were removed from direct contact with the college. . .the less likely they were to understand the function" (Nelson, 1975).

Ocala has been and, no doubt, will continue to be the main population center in the district and the place where the majority of college personnel and financial resources should be provided. However, the mandate to serve community needs applies throughout the district and not just to the most populated area. If future college planning fosters the expectation that people will come to a single campus to receive higher education services, then the concept of meeting community needs will likely be unfulfilled.

The study has previously noted differences in the demographic composition of Citrus and Levy respondents, yet the distance factor was clearly evident regardless of the demographic characteristics present. Marion and Levy respondents were similar in demographic characteristics and, while many responses followed the Marion trend, there were consistent differences in intensity of Levy County responses which paralleled the distance factor that Citrus County respondents were reflecting.

Many colleges are now giving attention to establishing "satellite learning centers" or "lifelong learning centers" which offer both credit and non-credit courses and provide appropriate adult guidance services,

(i.e., job and career counseling, job placement services, and academic courseling as suggested by this study) to meet the needs of commuting students and of an increasingly older student population (Raines and Myran, 1972, p. 14-15).

Another concept is the small multi-campus (Upton, 1973, p. 28). This has been used for a number of years by colleges with smaller total populations and fewer square miles than are present in CFCC's district.

Snyder, as he prepared to recommend experimenting with off-campus centers in the three-county area served by Harrisburg Community College, said, "According to previous research, the effects of distance as a barrier to using college services appears to be psychological as well as physical, and a true community college must be exploratory and experimental in its efforts to provide educational service" (Snyder, 1971, p. 18).

There are presently two other community colleges which are geographically much closer to the residents of Citrus and Levy counties than CFCC. Residents do not necessarily attend a community college because the state officially designates a college to service a particular area; they are going to consider, among other things, availability of services, distance of travel, and availability of transportation. Some of the interviewers stated that some respondents thought of another community college until they realized that "the one in Ocala" was being mentioned.

The Withlacoochee Regional Planning Council continues to forecast dramatic increases in population, especially in Citrus County. At the same time the study showed that the greatest demand for services came from Levy County. In consideration of all the data of this study, it seems accurate to conclude that the time is appropriate for CFCC to seriously consider the possibility of establishing and developing a satellite

center in Citrus County and another one in Levy County for both credit and non-credit course offerings.

The college should seek to increase publicizing all activities throughout the entire district. This finding is also consistent with previous research in that most communities, while they know general information, are not really certain of the full range of services offered by their "local" community college. Researcher's subsequent recommendations have been to substantially increase publicity activities (Hazard, Moore, Nelson, and Sumerell). The placing of more articles in local newspapers is top priority. Since people receive information from several sources, increased effort should be devoted to using radio and television and sending out periodic newsletters to various segments of the community, especially to former and current students and high school students. These efforts should enhance communications throughout the district.

In reference to other services, the entire district was interested in having the college provide courses in business, health, community services, classes lasting 2-6 weeks and off-campus classes. The study concluded that supportive services such as career and job counseling, academic counseling and job placement should also be emphasized.

Many of the items received a low percentage response. For example, only thirty percent in the district felt child care was important in deciding whether to enroll and only twenty-five percent would like courses offered on television in the future. It should not be forgotten that 1,323 people felt the availability of child care would be important and that 1,280 people wanted courses offered on television. The significance of this finding is that a low percentage still represents a sizable number of people whose needs and desires should not be discounted in the college's planning process.

The design of the study did not call for the collection of data on persons refusing to participate or even the reason they refused. Feedback received from the interviewers regarding statements such as "too old," "too far away," and "just not interested" indicate that a precise tabulation of reasons for refusals should be included in the design of any future community survey the college may undertake.

Without a doubt, the college has received a wealth of information about the knowledge, perceptions, and opinions held by the public. Presently, the college has a good image in the community, and from the large number of favorable comments received, it seems reasonable to think that this survey has helped in, at least a small way, to enhance the college's image. Because of the projected changes in population growth, changes in college services, the wealth of data received, and the goodwill generated by this survey, it can be concluded that a community study should be conducted periodically to help the college monitor and evaluate its success in meeting community needs.

PLANS FOR CHANGE

Based on the findings of this study, the following recommendations are being made:

1. The college should demonstrate its commitment to serve its entire district by developing a plan for establishing satellite learning centers for both credit and non-credit courses in Citrus and Levy counties. This recommendation recognized the fact that the college has made an effort to

extend service by occasionally offering courses in various cities throughout the two counties, and that there is discussion about a Levy County campus in Bronson. The intent of this recommendation is to underscore the need for CFCC to establish some type of physical facility in each county which will permit greater accessibility of services to residents of Citrus and Levy counties.

2. The college should place greater emphasis on communicating to the public the full range of CFCC courses, programs, and other activities. a) Specific efforts should be made to increase the number of newspaper articles. b) Increased efforts should be made to use the radio and television to inform the public. c) Consideration should also be given to developing and maintaining contact with various groups in the community, especially student groups, by mailing periodic newsletters to keep them informed and interested in the college.

3. Greater emphasis should be placed on making the following services known and accessible to the community, a) job placement, b) job and career counseling, and c) academic counseling. Also consideration should be given to including all these services in the satellite learning centers.

4. Community Service offerings should be expanded throughout the district, especially in the areas of business and health-related courses. Emphasis should be placed on classes lasting 2-6 weeks in length.

5. The college should periodically survey its community. The specific tabulation of reasons why people refuse to participate, along with demographic data (if possible), should be incorporated into the design of future surveys.

In implementing the above recommendations the following steps will be taken:

1. This study will be condensed into a summary report which will be submitted to each of CFCC's top administrative officers.
2. The author will secure time on the agenda of the President's Executive Council to discuss with the college's top administrative officers the results and recommendations of this study.
3. The summary report will be distributed on campus to the advisory committee and all administrators directly affected by the survey. In addition to the survey results, recommendations and suggestions for implementation will be included. An effort will be made to solicit any comments these persons might have regarding the implementation of each recommendation.
4. Copies of the summary report will be distributed to appropriate off-campus county employment agencies, city/county/regional planning councils, and to the general public via the news media.
5. In an effort to supplement this report, those computer printouts not appearing in this study, will be given to each administrator as seems useful and appropriate.
6. The author's services will be available for any follow-up or additional analysis that may be asked by anyone receiving the results of this study.

CHAPTER VI

SUMMARY

The purpose of a community college is to meet community needs. There are many ways to approach this ever-changing task. One method is to seek direct feedback from the community as to what they feel their needs are.

This study had as its general purpose to obtain the knowledge, perceptions, and opinions of residents throughout the Central Florida Community College service district. The rationale was that the community should have direct input into the college's planning process and this can best be done by a coordinated, well-organized, systematic random sampling of area residents' opinions.

Over a year ago when the college was considering a community study, a preliminary plan was developed which consisted of 1) an in-depth review of the literature and 2) a review of other community studies which assisted in identifying successful practices and in eliminating potential pitfalls. From this research it was determined that the telephone interview method would be used and that a ten percent systematic random sample would be made of residents in each county having a residential telephone. A pilot-test of sixty-two residents was conducted to establish the validity and reliability of the questionnaire.

A federal grant (CETA) was obtained to employ six full-time people to conduct the survey. The interview process began in September and concluded in mid-December 1977 with 4,369 interviews having been completed.

The respondents had generally similar demographic characteristics as the general population with the exception of sex. The survey had higher percentages of females than in the population.

The results were tabulated and presented in the form of a series of tables and figures. The results showed consistent differences between the responses given by Citrus and Levy counties' respondents and those of Marion County. Distance was shown to be a factor influencing people's knowledge, perceptions, and opinions about the college. Respondents in Ocala and Marion were very knowledgeable, had heard a higher percentage of positive opinions about CFCC and said CFCC would be their first-choice college. People in Levy and Citrus generally felt the college was doing a good job but knew little about the services offered.

Most respondents said they get information about CFCC from friends or local newspapers and they thought the college should publicize more articles in the local newspapers.

Respondents said that enjoyment of a course was the most important consideration in taking courses, followed by distance of travel, cost, length of program, and availability of transportation. Future services requested included adult education classes, classes lasting 2-6 weeks, job and career counseling, job placement services, off-campus classes, and courses in business and health.

The positive effect proximity has on the people's knowledge of offerings and services is the main conclusion resulting from this study. A secondary conclusion is that far too many people do not know about the vast array of services the college offers; consequently, they have not used the services.

The recommendations resulting from this study are as follows:

1. The college should develop a plan for establishing satellite learning centers for both credit and non-credit courses in Citrus and Levy counties.

2. The college should place greater emphasis on communicating to the public the full range of CFCC courses, programs, and other activities.
3. Greater emphasis should be placed on making job placement, job and career counseling, and academic counseling known and accessible to the community.
4. Community Service offerings should be expanded throughout the district.
5. The college should periodically survey its community.

The results of the study will be distributed to appropriate college personnel, as well as certain community agencies and the general public. The information will be available for all college administrators and faculty to use in planning for their particular areas. Top college administrative personnel will be able to use this information in monitoring and evaluating the effectiveness the college has had in meeting community needs and in identifying specific items that will continue and increase the college's ability to serve its public.

BIBLIOGRAPHY

Andersen, Roger C. and Reed, Dale R. "Allegany Community College Community Survey." A study conducted by Allegany Community College, Cumberland, MD, 1976.

Anderson, Paul S. "How to Conduct A Solid Community Survey on a Shoestring." The American School Board, October, 1973.

Atkinson, Rene G. and others. A College and Its Community: A Survey. A report of a survey conducted by Frostburg State College, Frostburg, MD, May, 1972.

Babbie, Earl R. Survey Research Methods. Belmont, CA: Wadsworth Publishing Co., Inc., 1973.

Black, Malcolm M. "The Image of Broward Community College as Held by Selected Sectors of the Black Constituency." Unpublished Ed.D. Dissertation, Fort Lauderdale, FL: Nova University, 1975.

Bounds, Stuart M. and Vernon, Christie D. Community Awareness of Thomas Nelson Community College and Accessibility of Educational Programs: A Survey of the Adult Population of the Virginia Peninsula. A study conducted by Thomas Nelson Community College, Hampton, VA, June, 1976.

Bureau of Economic and Business Research. Florida Statistical Abstract 1977. Gainesville, FL: The University Presses of Florida, 1977.

Carithers, Polly. How to Conduct Low-Cost Surveys. Arlington, VA: National School Public Relations Association, 1973.

CFCC Consortium. A Model for Community Needs Assessment. A research report conducted by six community colleges in Central Florida, Ocala, FL, 1972.

Cleveland Area Survey. Cleveland, OH: Case Western Reserve University, 1976.

Coast Community College Districts. KOCE-TV Needs Assessment Surveys: Audience Analysis Telephone Survey. Costa Mesa, CA, January, 1974.

Cloud, Roger C. and Walker, C. Glen. "The Public Information Office - A Working Model." A paper published by Lee College, Baytown, TX, 1976.

Danzinger, Carl. Community Research Techniques. Pitman, NJ: Multi-District Institute for Political Education, 1973.

Dictionary of Occupational Titles. An occupational classification and industry index, Vol I and II. Washington: Department of Labor, 1965.

District-wide Needs Assessment Report. Final Project Report, San Diego Community College District, San Diego, CA, 1975.

Downie, N.M. and Heath, R.W. Basic Statistical Methods. New York: Harper and Row, 1965.

Eisner, Joseph. Results of the January 10, 1974 Survey of the Plainedge Community: an Interpretive Report with Recommendations. A survey report conducted by the Plainedge Public Library, Massapequa, NY, February 14, 1974.

Fischer, Olin R., Kellerman, James S., and Odum, Jerry W. Providing Community Services for a Valencia Community College Downtown Center. Nova University Practicum. Fort Lauderdale, FL, June, 1973.

Florida. Access to Knowledge. A report conducted by the Florida Commission on Eudcational Outreach and Service, Tallahassee, FL, August, 1976.

Ferguson, L.C. and others. The Assessment of Adult Needs: Phase I of Multi-County Assessment of Adult Needs Project (MARP). A district survey conducted by McLennan Community College, Waco, TX, 1975.

Gleazer, Edmund H. "Positioning the Community College." The College Board Review, Spring, 1976.

Harlacher, Ervin. The Community Dimension of the Community College. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1969.

Hazard, Francis E. "A Method of Random Sampling and Interviewing Adult Expectations of a Two-Year College." Paper presented at the Adult Education Research Conference, Chicago, IL, April, 1974.

Herrscher, Barton R. and Hatfield, Thomas M. "College-Community Relations." A paper published by the American Association of Junior Colleges, Washington, DC, November, 1969.

Hochstim, J.R. and Athanasopoulos, D.A. "Personal Follow-up in a Mail Survey: Its Contributions and Its Costs." Public Opinion Quarterly, Vol. 34, 1970.

Hutchins, Elbert C. Learning Needs of Adults in Bourbon, Linn, and Crawford Counties, Kansas. A study including a modified version of the ETS "Survey of Adult Learning," conducted by Fort Scott Community College, Kansas, April, 1975.

Hyman, Herbert H. Survey Design and Analysis: Principles, Cases, and Procedures. Glencoe, IL: Free Press, 1955.

Institutional Self-Study: Central Florida Community College. Ocala, FL, 1973

Jackson, William H. and Scott, Roland J. The Development and Evaluation of Multi-Media Materials to Present Information About Vocational and Technical Education to Specific Target Groups. A study conducted by the Florida State Department of Education and Central Florida Community College, Ocala, FL, June, 1975.

Jacobs, T.O. "Developing Questionnaire Items: How to Do It Well." A booklet prepared by the Human Resources Research Organization, Alexandria, VA, 1974.

Kerr, Clark. "Fates and Fortunes of the Community College." Community College Journal, August/September, 1975.

Kimbrough, Ralph B. and Nunnery, Michael Y. Power, Polls, and Successful School Elections. Berkeley, CA: McCutchan Publishing Corporation, 1971.

Letter From George Gallup, Jr. The Gallup Poll, American Institute of Public Opinion, Princeton, NJ, August 9, 1977.

Letter from Humphrey Taylor, Deputy Chairman, Louis Harris and Associates, Inc., New York, NY, August 5, 1977.

Letter from Dr. Walter F. Hunter, Associate Professor of Higher Education, University of Missouri, Columbus,MO, October 3, 1977.

Letter from Roger Andersen, Director of Institutional Research Allegany Community College, Cumberland, MD, August 12, 1977.

Little, Arthur D. Progress and Prospect: A Study of the Kansas City Metropolitan Junior College District. A report given to the Board of Trustees of the Kansas City Metropolitan Junior College District, Kansas City, MO, June, 1973.

Losak, John. Applied Educational Research and Evaluation. Fort Lauderdale, FL: Nova University, 1973.

Matson, Jane E. Societal Factors. Fort Lauderdale, FL: Nova University, 1973.

Micek, Sidney. Presentation on Conducting Community Surveys made during Nova University's Summer Institute, Fort Lauderdale, FL, July, 1977.

Moore, George R. An Assessment of Community Needs. Report submitted by the Task Force on Assessment of Community Needs. Salem, OR, December, 1975.

Moore, George R. "Telephoning the Community Base." Community College Journal, November, 1976.

Morton, J.E. Handbook for Community Manpower Surveys. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, October, 1972.

Murdoff, Virginia F. A Study of Community Opinion Concerning Junior College Functions. A survey conducted by Napa Junior College, Napa, CA, 1967.

Nelson, Hershel H. Why Does Polk County Have a Community College? Nova University Practicum, Fort Lauderdale, FL, April, 1974.

Nie, Norman H.: Hull, C. Hadlal; Jenkins, Jean G.; Steinbrenner, Karin; and Bent, D. Statistical Package for the Social Sciences. 2nd edition, New York: McGraw-Hill Book Company, 1975.

Oppenheim, A.N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966.

Pealer, C.H. "A Preliminary Plan for the Design and Implementation of a Community Assessment Survey." A study completed at Central Florida Community College, Ocala, FL, February, 1977.

Pealer, C.H. The Development of a Questionnaire for a Community Assessment Survey. A study completed at Central Florida Community College, Ocala, FL, April, 1977.

Raines, Max R. and Myran, Gunter A. "Community Services: Goals for 1980." Junior College Journal, April, 1977.

Redemer, Merrill. A Study of Educational Needs of John Wood Community College District No. 539, Quincy, Illinois. A study conducted by John Wood Community College, Quincy, IL, August, 1976.

Regional Economic Development Plan. A report conducted and published by the Withlacoochee Regional Planning Council, Ocala, FL, January, 1976.

Regional Population and Economy Study. A report conducted and published by the Withlacoochee Regional Planning Council, Ocala, FL, June, 1976.

Richardson, Richard C. and Bender, Louis W., Jr. College Governance. Fort Lauderdale, FL: Nova University, 1974.

Roeler, Elmo V. A Report on the Survey of High School Students' Educational Plans and Opinions Relating to the Area of Two-Year Institutions. Bureau of Higher Education, Washington, DC, Spring, 1972.

Roper, Elmo and Associates. A Study of Community Attitudes Towards Education and West Valley Junior College. A study conducted by the authors, New York, NY, August, 1968.

Schaumburg, Gary F. Survey of Senior Citizens. A study conducted by the Office of Institutional Research, Cerritos College, Norwalk, CA, September, 1974.

Sechler, Robert. A Junior College Proposal for Boone and Winnebago Counties. A joint report of the Northern Illinois Junior College Committee and Northern Illinois University. Rockford, IL, March, 1964.

Seegmiller, Jesse F. Community Impressions of the College of Eastern Utah. A study conducted by the College of Eastern Utah, Price, Utah, September, 1976.

Seegmiller, Jesse F. The C.E.U. Curriculum: How Can It Fulfill the Needs of Students and Community? A study conducted by the College of Eastern Utah, Price, Utah, September, 1976.

Sieber, Sam D. "The Intergration of Survey Research and Field Work: Contributions to Data Collection." Paper presented at a symposium at the annual meeting of the American Educational Research Association, New Orleans, LA, February, 1973.

Sumerell, Craven H. A Study of the Educational and Manpower Needs of Catawba Valley Technical Institute Impact Area. A research study conducted by the North Carolina Research Coordinating Unit in Occupational Education, Raleigh, NC, No date listed.

Snyder, Fred A. and others. Community Attitudes Toward the Community College. A survey report completed by Harrisburg Area Community College, Harrisburg, PA, 1971.

Thomas, John T.; Smith, Stuart C.; and Hall, John S. Polling and Survey Research. Arlington, VA: National School Public Relations Association, 1973.

Turrell, John E. "External Relations of the Community College." Peabody Journal of Education, April, 1976.

Upton, John H. "The Small Multi-Campus College." Community College Journal, April, 1973.

Wygal, Benjamin. "Florida Junior College at Jacksonville Community Awareness Survey." A paper presented at the American Association of Community and Junior College's annual meeting, Washington, DC, February 24, 1974.

Welch, Timothy. "Sampling and Community Relations." Community College Journal, November, 1965.

Wilshaw, Donn R. and Hardick, Rose Mary. "Instant Survey: New Answer to an Old Problem." School Management, November/December, 1973.

Yarrington, Roger. "Assessing the Community-Base." Community College Journal, November, 1975.

APPENDICES

APPENDIX I

TELEPHONE INTERVIEW SHEET

Questionnaire Number _____ Date called _____

Date called _____

Telephone No. _____ Date called _____

Respondent's Name _____

Respondent's Address _____

Interview Starting Time _____ Ending Time _____

"Hello! I'm (Interviewer's name) _____ with Central Florida Community College. We are trying to find what the residents of (County) _____ County know about the Community College and what services the College should offer in the future. I would like to ask for a few minutes of your time to answer some questions about the College."

...if the individual says "no" then say: "thank you."
...if the individual says "yes" then proceed to the questions.

1) "Please give me the specific location of CFCC?"

1____Yes, specifically (Rt. 200)
2____Yes, generally (Ocala)
3____Uncertain
4____Incorrect location
5____Did not know
6____No response

2) "Does CFCC offer: 1-Yes 2-No 3-Not sure 4-No response

1____College level courses
2____Vocational courses
3____Adult Education courses
4____Courses for students who don't have a high school diploma
5____Library services to the general public
6____Job Placement services
7____Financial Aid for students
8____Recreational facilities for public use
9____Childcare services for enrolled students
10____Academic courses for high school students
11____Courses offered on television
12____Free cultural activities for the general public
13____Counseling & testing services

3) "Where do you get most of your information about CFCC?"

1____Discussion with friends
2____Discussion with students
3____Local radio station
4____Local newspaper
5____Other (specify) _____
6____No response

4) "Can CFCC best provide you with information about the College by:

1____Sending you a College Catalog
2____Putting your name on a mailing list to receive periodic newsletters
3____Publicizing more news articles in the local paper
4____Letting you talk with a counselor on campus
5____Presenting information over the radio & television
6____Other (specify) _____
7____No response

5) "Do you attend events at CFCC such as music concerts, plays, sports events, lectures..."

1____Frequently
2____Occasionally
3____Almost never
4____Have never attended any event
5____No response

6) "Have you ever attended or made use of any of the following at CFCC?"
1____Library
2____Plays
3____Community Concerts
4____Community Chorus
5____Community Band
6____Tennis Courts
7____Handball/Racquet Courts
8____Lectures
9____Films
10____Meeting rooms
11____Adult Education course
12____Counseling department
13____Vocational course
14____College level course

7) "If you (or your son/daughter) were planning to enroll in an educational program, would CFCC...
1____Be your first choice
2____Be your second choice
3____Be a very unlikely choice
4____Not be considered under any circumstances
5____No response

8) "Have most of the opinions you have heard about the College been...
1____Positive
2____Neutral
3____Negative
4____Did not know
5____No response

9) "Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"
1____Definitely, Yes
2____For the most part, Yes
3____For the most part, No
4____Definitely, No
5____No response

10) "What do you feel is the most important reason that most students attend CFCC?"
1____Low cost
2____Close to home
3____Good reputation
4____Small size of College
5____Specialized program
6____Other (specify) _____
7____No response

11) "How important would each of the following items be to you in deciding whether to take courses at CFCC?"
1-Important 2-Of little importance
3-Undecided 4-No response
1____Distance of travel to course
2____Amount of work required
3____Employer's encouragement to enroll
4____Friends are also enrolling
5____Length of program
6____Prestige of college
7____Availability of transportation
8____Offered during working hours
9____Offered after working hours
10____Availability of child care
11____Cost of tuition and books
12____Enjoyability of course

12) "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?"
1-Yes 2-No 3-Undecided 4-No response
1____Classes during the daytime
2____Classes during the evening
3____Classes on Saturday
4____Vocational classes
5____Adult Education classes
6____College level classes
7____Courses offered on television
8____Arts/craft type courses
9____Classes lasting 2-6 weeks
10____One or two day seminars
11____Correspondence courses
12____Courses by newspaper
13____Off-campus classes
14____College credit classes for high school seniors
15____Academic counseling
16____Job and career counseling
17____Job placement services

13) "Please indicate any area in which you might be interested in receiving some occupational training."
_____
(code_____)

14) "In general, your over-all rating for CFCC would be...
1____Excellent 4____Fair
2____Good 5____Poor
3____Average 6____No response

"Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people."

15) "How long have you lived in this area?"
1____less than 1 year
2____1-4 years
3____5-10 years
4____over 10 years
5____No response

16) "What kind of work do you do?"
1____Professional and technical
2____Manager/administrator (except farm)
3____Salesworker
4____Clerical worker
5____Craftsman/kindred worker
6____Operative
7____Non-farm worker
8____Service worker
9____Farm worker
10____Housewife
11____Student
12____Unemployed
13____Retired
14____Other, _____
15____No response

17) "What was the highest grade you completed in school?"
1____8th grade or below
2____9th - 12th grade or vocational
3____Graduated from high school
4____Attended college but did not graduate
5____Graduated from community or junior college
6____Graduated with bachelors degree or above
7____No response

18) (Interviewer, try to guess at age group and ask about that group)
"Is your age between...
1____16-19 4____45-64
2____20-24 5____65 or over
3____25-44 6____No response

19) "Your race is..."
1____White
2____Black
3____Other minority
4____No response

20) "And finally, an optional question, is your family income...
(Interviewer, try to guess and ask about the income group)
1____Below $5,000
2____$5,000 to $7,500
3____$7,501 to $10,000
4____$10,001 to $15,000
5____$15,001 to $25,000
6____$25,001 and over
7____Does not know
8____No response

"Are there any comments you would like to make about this survey or any of the questions which we asked? ... Thank you for cooperating with us. Your answers will be helpful to the College in its future planning."

END OF INTERVIEW

21) Interviewer, what is the respondent's sex?
1____male 2____female

22) Interviewer, what is the city in which the respondent lives?
City _____
City code _____

APPENDIX II

COMPLETE LISTING OF "OTHER" RESPONSES

A. Question 3

"Where do you get most of your information about CFCC?"

"Other" Responses	TOTAL
1. is former student	83
2. from former student	76
3. formal contact with CFCC personnel. Includes: calling college, counselor, personal contact with CFCC personnel, wrote to college, Community Services administrator, CFCC speaker, and Building Construction Advisory Committee	44
4. is current student	39
5. from area high school	34
6. from their children (parents)	25
7. from reading pamphlet	20
8. from relatives	19
9. from various community clubs and organizations. Includes: Red Cross, Silver Springs Shores Community Center, Kiwanis Club, and AARP	15
10. from informal contact with CFCC personnel. Includes: former employe, trustee, cultural activities, newsletter, college paper, television, doctor's office, extension courses, and employer	14
11. visited the college	13
12. from community institutions and agencies. Includes: Citrus County Board of Public Instruction, Munroe Memorial Hospital, Pasco-Hernando Community College, Ocala Public Library, Community Education Center, and Ocala church	12
13. is a current college employee	10
14. from CFCC catalog	9
15. from general public	3
16. is a former employee	2

APPENDIX II (continued)

B. Question 4

"CFCC can best provide you with information about the college by. . ."

	"Other" Responses	TOTAL
1.	making college representative available	11
2.	distributing information through high school	7
3.	using bank statement mailers to distribute information	6
4.	distributing brochures	6
5.	having counselors visit high schools	5
6.	word of mouth	4
7.	using telephone	3
8.	doing a good job	3
9.	sending student representatives	3
10.	conducting an open house and tours	2
11.	using TV channel 5	2
12.	posting information in the public library	2
13.	posting bulletins in public places	2
14.	doing a survey such as this one	1
15.	offering information through teachers in classes at CFCC	1
16.	distributing copies of CFCC newspaper	1
17.	speaking at club meetings	1
18.	using Florida Greeters Association (Welcome Wagon)	1
19.	speaking at church programs	1
20.	developing a campus in Citrus	1
21.	holding public meetings	1
22.	don't need any	1

APPENDIX II (continued)

C. Question 10

"What do you feel is the most important reason that most students attend CFCC?"

	"Other" Responses	TOTAL
1.	to upgrade their education and better themselves	149
2.	to enhance job placement opportunities	48
3.	It is a good quality institution.	6
4.	CFCC has the best teachers.	5
5.	The college gives 2 years before a university.	4
6.	Its educational program is closest to Bachelor's degree.	2
7.	just to say they went to college	2
8.	because of good counseling	1
9.	to draw VA benefits	1
10.	to get on the Manpower program	1

APPENDIX III A

IDENTIFICATION OF SPECIFIC OCCUPATIONAL COURSE GROUPINGS

In Chapter IV, Part I reference was made to the responses received from question #13 relative to the types of occupational training that the respondents might desire. A total of 147 different courses and programs was received and placed in one of the 13 major categories as summarized in Chapter IV. The information below shows the assignments of courses and programs under each of the 13 major categories.

AGRICULTURE

agriculture
green house management
landscaping

BUSINESS

accounting banking
bookkeeping
business administration
clerical-secretarial
court reporting
data processing
economics
executive secretary
finance
insurance
insurance adjuster
investments
legal secretary
marketing
medical secretary
merchandising
real estate
receptionist
salesmanship
teacher aid

BUILDING CONSTRUCTION

architecture
building construction
cabinet making
carpentry
electrician
home improvement
house painting
masonry
plumbing
wood pattern making

COMMUNICATIONS

creative writing
English
foreign languages
journalism
Spanish
speech
librarian

ENGINEERING

civil engineering
drafting and estimating
engineering
surveying

APPENDIX III A (continued)

GENERAL

general education
general vocational
high school basic education
special education
teacher education courses
physical education

HEALTH

child care
cosmetology
dental assistant
dental hygiene
emergency medical technician
licensed practical nurse
medical field
nurses aide
nursing
nutrition
occupational therapy
para-medical
physical therapy
radiological health
X-ray technician

HUMANITIES

art
ceramics
literature
music
organ music
piano
theater arts

PUBLIC SERVICES

corrections
fire service
police work

SCIENCE AND MATH

archeology
biology
botany
forestry
lab technician
marine life
math
meteorology
oceanography
science
veternary science

SOCIAL SCIENCE

assertiveness training
counseling
history
legal aid
political science
pre-law
psychology
public relations
sociology

APPENDIX III A (continued)

TRADE AND INDUSTRIAL

air conditioning
auto mechanics
diesel mechanics
electronics
heavy equipment operator
machine shop
printing
radio and TV
welding

COMMUNITY SERVICES

aircraft engines
arts and crafts
auto mechanics for women
aviation
Bible
bridge
commercial art
dancing
driver education
drug alcohol study
fashion
first aid
florist
food service
furniture refinishing
gardening
golf
gourmet cooking
ham radio
home economics
horse industry
interior decorating
modeling
mortician
nursing refresher course
parapsychology
photography

COMMUNITY SERVICES (continued)

restaurant courses for employees
restaurant cooking
restaurant inspection
sailing
sewing
small engine repair
speed reading
telephone operator
tennis
upholstering

APPENDIX III B

LISTING OF REQUESTS FOR FIVE OR MORE COURSES/PROGRAMS
(BY MAJOR CITY)

MARION COUNTY

OCALA		DUNNELLON		BELLEVIEW		SILVER SPRINGS SHORES	
COURSE/PROGRAM	#	COURSE/PROGRAM	#	COURSE/PROGRAM	#	COURSE/PROGRAM	#
Business	221	Business	30	Business	22	Business	8
Health	121	Health	25	Community Services	11	Community Services	8
Community Services	120	Community Services	22	General Education	5		
Trade and Industrial	60	Trade and Industrial	14				
Humanities	54	Science & Math	6				
General Education	49	Communications	6				
Building Construction	36	Building Construction	5				
Social Sciences	33	General Education	5				
Science & Math	23	Social Sciences	5				
Communications	20						
Agriculture	12						
Engineering	9						
Public Services	5						

APPENDIX III B (continued)

CITRUS COUNTY

CRYSTAL RIVER

COURSE/PROGRAM	#
Business	23
Health	15
Community Services	10
Trade & Industrial	5
Social Services	5
Communications	5

BEVERLY HILLS

COURSE/PROGRAM	#
Trade & Industrial	10
Business	9
Community Services	8
Humanities	6
Health	6
Communications	6

INVERNESS

COURSE/PROGRAM	#
Health	24
Business	23
Community Services	22
Trade & Industrial	8
Humanities	8
Communications	8

HOMOSSASSA

COURSE/PROGRAM	#
Business	12
Health	11
Community Services	8
Communications	6

CITRUS SPRINGS

Business	9

LEVY COUNTY

WILLISTON

COURSE/PROGRAM	#
Business	29
Health	29
Community Services	13
General Education	11
Social Sciences	10
Humanities	9
Trade & Industrial	8
Communication	8
Science & Math	7
Agriculture	7

BRONSON

COURSE/PROGRAM	#
Business	14
Trade & Industrial	9
Health	8
Social Sciences	5

CHIEFLAND

COURES/PROGRAM	#
Business	25
Community Services	16
Social Sciences	14
Health	12
Trade & Industrial	7
Humanities	6
General Education	5

YANKEETOWN

Community Services	9
Business	6
Health	5

CEDAR KEY

Health	8

APPENDIX IV

OCCUPATIONAL GROUPINGS

The occupational categories listed below represent only those which appear to require further definition. The list was obtained from the Dictionary of Occupational Titles.

CLERICAL WORKER
bookkeeper, typist, cashier, bank teller.

CRAFTSMAN/KINDRED WORKER
carpenter, mechanic, repairman, baker.

FARMWORKER
sharecropper, tenant farmer, farm laborer.

OPERATIVES
garage and gas station attendants, assemblers, painters, manufacturing workers, dressmakers, butchers, laundry operatives.

NON-FARM WORKERS
construction worker, lumberman, railroad worker.

PROFESSIONAL AND TECHNICAL
accountant, clergy, engineer, lawyer, musician, teacher, technician (health field).

SALES WORKER
insurance, real estate, sales representatives.

SERVICE WORKERS
barber, cosmetologist, cook, foreman, policeman, waiter.

OTHER
refers to disabled persons who were unable to work.

APPENDIX V

A COMPLETE LISTING OF RESPONDENTS' COMMENTS

The respondents' comments have been listed in detail in the pages that follow. Each comment was placed under one of the general categories listed below in an effort to help the reader better understand the comments and interpret their potential usefulness to college personnel. The general categories below represent various administrative divisions and departments at CFCC for which the particular comment seemed appropriate. Comments under each heading have been grouped together and a number in parenthesis following a comment indicates the number of persons making an identical or very similar comment. The comments are not exact quotes but have been edited slightly to increase their readability.

A number of college credit, vocational, and community service courses were mentioned when the respondents answered question #13 (occupational training) and again at the end of the interview. These courses were not listed again in this section unless there was an additional comment made, e.g., nursing courses should be offered in the evening.

GENERAL CATEGORIES

1. Admissions
2. Advanced and professional Instruction (general transfer courses)
3. Counseling
4. Community Services
5. General Administration
   a. Instructional
   b. Student Services
   c. Administrative Services

APPENDIX V (continued)

GENERAL CATEGORIES (continued)

6. Occupational Instruction (vocational and technical courses)
7. Public Information
8. Miscellaneous
9. General Community Survey Comments

ADMISSIONS

This person is pushing the North Marion High School student toward Santa Fe Community College.

There is a need to distribute nformation about CFCC in more public places, e.g., shopping centers.

Pamphlets to high school students in this area to increase awareness of CFCC should be given out.

CFCC should give more information to high school graduates.

CFCC should find out why many students leave the county to go to Santa Fe.

Representatives should be sent out to schools to recruit students.

There should be more testing for admission to the college. Students should go for academic programs only.

Lectures should be given at high schools.

An effort should be made to make early admissions known to the general public.

High schools and CFCC should work more closely together in preparing high school students for careers they plan on studying in college.

Counselors should be sent to high schools along with literature.

Complaint: poor counseling for high school students in high schools.

APPENDIX V (continued)

ADVANCED AND PROFESSIONAL INSTRUCTION

Not enough art courses are offered at the college. (3)

CFCC needs to upgrade its academic courses so they will be transferable to universities and other colleges. (2)

The college needs to offer off-campus courses in the North Marion area.

Consider offering a human relations course at Crystal River Middle School.

The college should offer more academic courses instead of vocational courses.

The academic courses should be in a higher rating bracket.

This person was pleased to note that CFCC works closely with the University of Florida and that the courses CFCC offers are transferable to the University.

This person said many of the academic courses didn't prepare him for courses at the University of Florida.

A pre-veternarian course should be offered.

More emphasis should be placed on fine arts and religion with courses oriented toward improving one's self.

There is a need for more physical science-oriented teachers.

More academic courses should be offered in the summer terms.

The library needs a greater selection of references in the sciences.

The college should not have pre-high school courses.

COUNSELING

More counseling should be offered at high schools. (4)

Have a counselor come to the high school two days a week.

People need to be made aware of your aptitude testing services.

There is a need for courses in mind building or mind training.

Counselors need to cater more to student needs in their career fields.

APPENDIX V (continued)

COUNSELING (continued)

The college should employ counselors with a minimum of 5 years' work experience.

Counseling at the college is poor.

Academic counseling is terrible.

The counseling department should offer self-awareness groups.

More academic counseling should be available for evening students.

COMMUNITY SERVICES

There is an interest in classes opening in Beverly Hills; interests include courses in sewing, art, gardening, upholstering. (9)

Offer a course for middle-aged women who have been out of the working force or who have never worked on how to get a good job or career. (7)

More adult education courses should be offered during the daytime hours. (3)

More adult education courses are needed. (2)

Offer more adult education courses for senior citizens during the daytime.

Music appreciation courses should be offered in Inverness.

Offer adult education courses in Crystal River area (arts and crafts, sewing, etc.).

An adult physical fitness training class that meets 3 days a week should be offered.

The EMT and Rescue courses that are offered are excellent; more courses in related fields should be offered.

Consider offering a citizens induction (to U.S.) class that would aid prospective citizens to become familiar with customs, language courses and general knowledge about the U.S.

Classes in conversational Spanish and poetry should be offered during the daytime.

Seminars in cosmetology and special courses in cosmetology should be available to students not in the program.

APPENDIX V (continued)

COMMUNITY SERVICES (continued)

Adult education classes such as parapsychology and ESP should not be offered because they are a hoax.

Offer seminars and also workshops in a variety of areas.

Offer adult education classes located in North Marion area.

Improve the teaching of Spanish language in adult education.

Should offer some adult education courses such as investments and securities more than one night a week.

More classes for under-educated such as nurse's aide, cosmetology, medical secretary, medical records, should be offered.

Continue to encourage music appreciation.

Keep the income tax courses available.

Sewing classes should be offered during the daytime at the college.

More courses are needed for retirees at Forest or downtown in the daytime; courses preferred are, real estate, investment and business.

Classes should be offered at 8th Street Elementary school such as adult education, commercial art, and creative writing.

Offer more courses on bookkeeping at night.

There is a need for any type of art courses for adults in the Weirsdale area.

GENERAL ADMINISTRATIVE

A. INSTRUCTIONAL

Make CFCC a 4-year college. (4)

Courses need to be offered on public TV from CFCC. (2)

More college level courses should be offered during evening hours. (2)

Offer more college level courses for credit. (2)

There should be more extention courses in Citrus County from CFCC. (2)

APPENDIX V (continued)

GENERAL ADMINISTRATIVE (continued)

If the college had courses in Citrus I would attend but I'm too old to travel all those miles.

I would take advantage of extention courses if they were in Crystal River.

Saturday classes would be extremely helpful, also an individual study program.

Some instructors are making a one-hour course out of a three-hour course.

CFCC should offer basic educational courses on TV.

Books are revised too often.

Credit night courses should be offered during the summer terms.

This person feels CFCC doesn't offer enough teaching courses in drama, speech, and English.

Offer a service that would aid in publication of art, poetry, or written manuscripts in local media or magazines.

The catalog does not offer enough information on course outlines for the AA degree.

Offer more academic courses for senior citizens during the daytime.

A medical research center should be built at CFCC.

It would be nice if CFCC would work with the U. of F. to bring a night masters degree program to the college - this would help many teachers in surrounding counties.

The attitude of some teachers at CFCC is on the level of high school.

The college should publicize the academic program as well as the community services and vo-tech programs. A better balance of funds for academic programs is needed.

Many courses don't do people any good and don't help them in their everyday lives. Should have only sales and business-type courses.

_____ does not teach his class in principles of accounting.

There is a need to provide students with more individual attention in their courses. Offer a tutoring service for students who need extra help and make this service available on weekends.

APPENDIX V (continued)

GENERAL ADMINISTRATIVE (continued)

B. STUDENT SERVICES

People are not aware of available bus service in Citrus. (8)

Offer child care services at CFCC. (5)

Offer city bus service in Ocala to CFCC. (2)

Offer bus service in Marion County to CFCC.

Offer bus service.

Offer bus service to Silver Springs Shores to and from the college.

This person complained of distance to the college from the Gulf area-Homosassa and Crystal River.

Need of a better bus and more often than once a day. No buses from the Gulf area. The Gulf area is too far to travel.

Tennis team needs a good pro to teach them.

More athletic extra-curricular activities such as track and field, football should be available.

The college should have a football team.

The college should have slow-pitch softball team for women and men.

There are not enough student activities; there is a need for bands to come and play, for more movies, for other types of recreation for students.

There is not enough spirit among the student body.

Need to encourage more student spirit at CFCC and also within the community.

Offer more cultural activities during the day.

The college should have a radio station to broadcast news or interests at the college.

Provide for more youth activities at CFCC for students as well as those in the community.

More activities should be available for single adults over 55 to socialize.

The college should have more cultural activities; Ralph Nader, Governor's wife, jazz groups.

APPENDIX V (continued)

GENERAL ADMINISTRATIVE (continued)

B. STUDENT SERVICES

Food is not fresh in the cafeteria; the donuts are not clean.

The cafeteria should stay open longer than 2:00 P.M.

Private interests could provide monies for financial job placement program for the college.

The college wastes money on supporting people who are not doing enough for their money.

The college should demand a certain amount of respect from their students.

Provide students and parents with information about student's grades when they are poor and failing the class before the end of the term and they receive "F" grades.

The students at CFCC are ill-informed of grants and other programs of financial aid.

There is a need for students currently attending to receive more written information about what's happening at the college such as fine arts activities, upcoming school activities, dates and deadlines for registration for classes, etc. The Patriot newspaper or written monthly papers handed out to students would be ways to do this.

C. ADMINISTRATIVE SERVICES

Lower the cost of books for classes.

This person feels the cost of books is too high.

Books are too expensive and the college should offer ways to help students pay for books.

The college should not burn so many lights at night, waste of money.

The bookstore should provide for resale of all books, even those which have been discontinued.

D. OCCUPATIONAL INSTRUCTION

This person did not feel she had enough book work in her CFCC cosmetology course.

APPENDIX V (continued)

OCCUPATIONAL INSTRUCTION (continued)

This person took cosmetology but quit because she didn't feel that the equipment was adequate.

It seems unfair for an out-of-state cosmetologist to have to go through a complete course at CFCC before practicing in the state of Florida.

The supervision of girls in cosmetology was inadequate. Brushes and combs were not washed when used from one person to another.

The cosmetology course is not as good as the course at Withlacoochee.

The cosmetology program needs improving - better program and instructors.

Former cosmetology student and hairdresser comments that there should be a refresher course at CFCC in cosmetology and that the instructors need to be improved; also, more teaching supplies and better teaching methods are needed.

This person thinks the college stinks and should close its doors. (She graduated from the cosmetology course 16 years ago and refused to give reason why; she also hopes the college goes to hell).

The nursing program needs better leadership and also change in personnel.

The nursing program should have a higher accreditation.

Consider offering nursing classes in the evening.

There is a need to offer advanced nursing courses and also refresher courses in the nursing program.

The college should have a 3-year nursing program instead of 2-year. Also, para-professional nursing, such as X-ray technician, should be offered.

Nursing seminars should be available.

Automotive transmission course should be available during the evening.

CFCC should offer a local consulting service (reference service to trades such as electrical and mechanical).

This person would like to attend classes on a swing-shift basis in law enforcement.

This person enrolled in an electrical engineering course, found it boring and didn't get what he expected from the course and dropped out.

APPENDIX V (continued)

OCCUPATIONAL INSTRUCTION (continued)

There should be evening courses in auto mechanics and air conditioning and refrigeration.

Need more secretarial courses offered in the daytime.

More night and/or Saturday classes in building construction and other career fields are needed.

More vocational/technical training rather than college level courses.

More vocational/technical courses are needed in such areas as gunsmith, taxidermy, canine training.

More technical courses should be offered at night as well as during the day.

There is inadequate teaching in radio and TV. Also, the entrance requirements are too low.

The vo-tech in Inverness is no good as far as mechanics shop or anything else. CFCC has the best community college in the state.

Vocational Courses should be offered at night.

The vocational department needs improvement.

Offer more 2-year programs which prepare students for trade in the community.

Vocational course should provide on-the-job training.

More 2-year programs should be offered that provide for job and career training.

A service should be available that provides students with on-the-job or field training in their careers.

E. PUBLIC INFORMATION

More advertising is needed on all facets of the college. (2)

CFCC needs more news coverage in all local papers. (2)

More advance notice of classes should be given. (2)

APPENDIX V (continued)

PUBLIC INFORMATION (continued)

Place advance notices in the newspaper when the nursing program begins.

The descriptions of courses in the newspaper should be more detailed.

The academic program needs to be publicized more.

More publicizing of courses should be done.

More publicizing could be done to raise the attendance level.

Flyers should be placed in the local newspaper each week to publicize college events and class information.

Put information about CFCC schedule in bank statements at local banks.

Make speeches at various clubs.

CFCC should use bank statements to publicize the fact that their degree is accepted at various universities.

The community does not know enough about the college, and the college and community ought to get together more.

F. MISCELLANEOUS

CFCC is the best junior college in the state of Florida. (42)

There is a great need for extention courses from CFCC in the Inverness area. (17)

When will CFCC open its Bronson campus? (7)

CFCC should sponsor one-day workshops to bring experts from other institutions to benefit people in Citrus and Levy counties.

CFCC is a good school and it meets the needs of the people in the area.

This person was very proud to have CFCC in his community. He also felt it important that young students attend a 2-year college before going on to a 4-year college or university.

CFCC is an asset to the community and is very well supervised.

This person "loves CFCC" and will send all his children here in preparation for the university.

APPENDIX V (continued)

MISCELLANEOUS (continued)

This person said he knew everything about the college and thought it was the best.

This person wishes the college well in all its endeavors.

This person had not been receiving any information on drama activities.

All colleges should be on the same type of time system.

More Christian attitudes needed at the community college.

A swimming pool should be added.

It would be nice if CFCC offered post-graduate work.

I don't like the schools in Florida so sent my son back north to college.

This person didn't go to college and didn't encourage his children to go to college.

Items in craft shows were too competitive such as macrame.

Money should be spent on training equipment rather than a swimming pool.

CFCC should change to a quarter system.

GENERAL SURVEY COMMENTS

The college is doing a good thing by having this questionnaire. (121)

The college is foolish for wanting an old person's opinion. (21)

This survey is a good way to inform the public of college services.

The survey is very informative - better than advertising.

This person hopes the survey is helpful and is not cast aside and that all comments are considered and put to good use.

There are too many questions!

The survey would be done better if done person to person.

The college should have put a sample questionnaire in the local newspaper

APPENDIX V (continued)

GENERAL SURVEY COMMENTS

so the public could have thought about the questions and offered suggestions.

The entire survey should be discontinued.

Absurd! We at CFCC should find better ways to implement programs rather than using taxpayers' money. This survey is a waste of time. Why not rely on our administrators.

This person thought the questionnaire should be mailed out.

APPENDIX VI A

SUMMARY OF ALL TELEPHONE CALLS MADE

CATEGORY OF TELEPHONE CALL	CITRUS TOTAL CALLS		LEVY TOTAL CALLS		MARION TOTAL CALLS		CFCC DISTRICT TOTAL CALLS	
	#	%	#	%	#	%	#	%
1. CALLS REQUIRING RETURN CALLS TO SAME NUMBER								
a. Ineligible respondent	49	1.2	-	-	77	1.0	126	1.0
b. Line busy	141	3.4	17	1.4	291	3.8	449	3.4
c. No answer	1535	37.0	281	37.0	2612	34.1	4428	34.0
d. Respondent home, but busy	53	1.3	7	.6	107	1.4	167	1.3
e. Other	2	.1	-	-	8	.1	10	.1
SUB-TOTAL - CALLS REQUIRING RETURN CALLS	1780	42.9	305	25.0	3095	40.4	5180	39.8
2. CALLS COMPLETED BUT NO INTERVIEW OBTAINED								
a. Respondent refused	847	20.4	310	25.4	804	10.5	1961	15.0
b. Non-residental number	37	.9	2	.1	77	1.0	116	.9
c. Not a working number	315	7.6	143	11.7	774	10.1	1232	9.5
d. Language barrier	12	.3	29	2.4	69	.9	110	.8
e. Other	17	.4	-	-	46	.6	63	.5
SUB-TOTAL - CALLS COMPLETED BUT INTERVIEW NOT COMPLETE	1228	29.6	484	39.6	1770	23.1	3482	26.7
3. TOTAL - COMPLETED INTERVIEWS	1141	27.5	432	35.4	2796	36.5	4369	33.5
GRAND TOTAL - ALL TELEPHONE CALLS	4149	100%	1221	100%	7661	100%	13031	100%

APPENDIX VI B

SUMMARY OF RESPONDENTS' WILLINGNESS TO PARTICIPATE

Those agreeing to be interviewed
vs
Those refusing to be interviewed*

CATEGORY OF RESPONDENT	CITRUS		LEVY		MARION		TOTALS CFCC DISTRICT	
	#	%	#	%	#	%	#	%
Respondents agreeing to be interviewed	1141	57.4	432	58.2	2796	77.7	4369	69.0
Respondents refusing to be interviewed	847	42.6	310	41.8	804	22.3	1961	30.9
TOTAL OF ABOVE CATEGORIES	1988	100%	742	100%	3600	100%	6330	100%

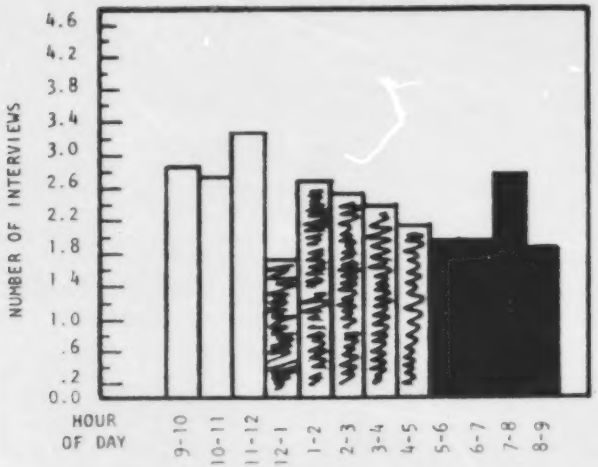
*Although detailed tabulations were not maintained as to the specific reasons respondents refused to participate, interviews with the telephone interviewers resulted in the following information: In Marion County respondents felt they were; 1) "too old" or 2) "just not interested". In Citrus & Levy Counties the primary reasons were; 1) "too old," 2) "college too far away," and 3) "just not interested."

APPENDIX VI C

GENERAL INTERVIEW STATISTICS

The data below describes the range & mean statistics that group of interviewers achieved in obtaining completed interviews.

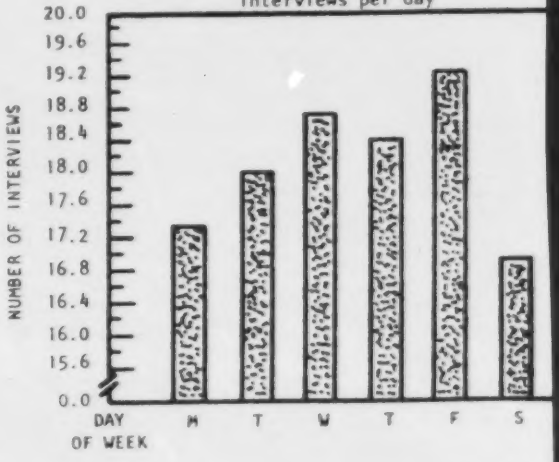
Mean number of Interviews per hour



Range 0-5

Grand Mean 2-3

Mean number of Interviews per day



Range 5-25

Grand Mean 1

INTERVIEWS PER FIVE DAY WEEK

Range 55-115

Mean 91

MINUTES PER INTERVIEW

Range 5-40

Mean 14

APPENDIX VI D

EVALUATION OF PROCEDURES AND USE OF TELEPHONE INTERVIEW METHOD

In evaluating the appropriateness and usefulness of each procedural step in conducting this study, one would have to conclude that each and every step was essential. Unforeseen events such as interviewer illness or unsatisfactory progress has to be allotted for and can easily make a tight time schedule become very difficult. In calculating the number of interviews that should be able to be completed in one hour the figure of 3 was used; however, in actual practice the figure was 2.3. In retrospect, the figure 2.0 or 2.5 should have been used. A rule of thumb might be that if the average interview length in the pilot-test was 14 minutes, this figure should be doubled in calculating the number per hour. Then the researcher should expect slightly over 2 interviews to be completed per hour.

In planning for future studies, consideration should be given to modifying the procedure in an attempt to obtain a more even sex distribution. Perhaps having the interviewer alternate male and female, and only proceed with the questionnaire if a person of the right sex is available for interview, would improve the distribution.

It is essential to underscore the importance of a pilot-test. The questionnaire held up well, which can be attributed to the pilot-test. The only modification occuring in practice that really did not appear during the pilot-test was the opening comments which appeared on the top of the first page. If the potential respondent said he/she, in essence, was not

interested in participating, the interviewer did not just say "Thank you" and hang up. Instead, gentle persuasion was used, and frequently by engaging a person in simple conversation the interviewer was able to begin; a large number of "potential refusals" turned out to be successful interviews.

The telephone interview process was indeed an efficient, relatively simple, and straight-forward approach to gathering a large amount of data from a generous sample of the community. It was personable, permitted follow-up to respondents' comments or questions and enabled the college, with a minimal amount of travel and cost ($3.34 per interview, 4.5¢ per response) to reach a large number of people in every corner of its 3,200 square mile district.

The orientation and training program was also a very necessary ingredient and contributed handsomely to the success of the entire project. Many people are very courteous on the telephone but there were a few who were rude, belligerent, arrogant, or curt. The interviewers were prepared for this during the training session and realized that they could not take this personally. For every negative call there were many more positive ones and the fact that the college was interested in their opinions and was spending the time and effort to conduct this survey generated a substantial amount of goodwill for the college.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by CASIUS H. PEALER, JR. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

March 3, 1978
Date

Joseph W. Fordyce, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

March 17, 1978
Date

William C. Prentiss, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

March 28, 1978
Date

Ross E. Moreton,
Central Staff Committee Member

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 2 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES